MIDDLEBURY

The Language Schools

COLLEGE

Arabic

SUMMER 1997

The School of Arabic

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5510
E-MAIL: LANGUAGES@MIDDLEBURY.EDU
WEB: HTTP://WWW.MIDDLEBURY.EDU/~LS

Summer 1997

Nine-Week Session
June 13 - August 15
Total Fees: $5,765
(Tuition $3,800; Board $1,410; Room $555)

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Letter from the Director

Ahlan wa sahlan wa marHaban!

Since its founding in 1982, Middlebury's School of Arabic has attracted more than 850 students from the United States and abroad, many of whom have gone on to study at advanced programs such as the Center for Arabic Study Abroad (CASA) in Cairo. For both students and faculty, the nine-week program offers a unique and intense experience. In addition to the hours spent in class, students are exposed to the language continuously.

The School of Arabic at Middlebury College emphasizes the teaching of oral skills and has played a key role in the development of instructional materials that reflect the latest trends in foreign language pedagogy. From 1987 to 1990, the school produced new materials for the teaching of listening, reading, and speaking skills in Arabic at various levels. The first two books in this series have been published and are being used at a number of institutions in the United States. The third book is now in development.

The school's commitment to the development of new materials and methodologies can be seen in curriculum changes implemented over the past few years. A new advanced elementary level has been added, and the school has introduced colloquial classes to students in the high intermediate and advanced levels.

Films, lectures, and cultural events in Arabic introduce students to the rich cultural, artistic, and religious life of the Arab world today and the extensive Arab heritage in many fields. In addition to its own computer facilities, the school has a language lab with a selection of tapes for work on all skills and a small library which students may use for reading and research. Our program has been further enriched through the creation of a number of clubs in which students use their language skills in contexts that are of interest to them.

An important part of the Middlebury program is the student body. Middlebury attracts serious and diligent students from institutions of higher educa-

tion in the United States and abroad. The School of Arabic takes great pride in its "graduates" whose commitment and devotion to language study is unparalleled.

The school's faculty represent some of the best programs in Arabic in the United States and the Arab world. Their dedication to their work during the summer ensures the highest quality of instruction and is a major contributor to the school's success. Interaction between students and faculty also makes the program unique, as individual attention and continuous contact reinforce the learning of the language.

The Middlebury program in Arabic is challenging and requires total commitment from students and faculty, a great deal of personal flexibility, and the ability to adapt to a group lifestyle. It also requires a positive attitude and a good sense of humor. Despite the rigorous nature of the program, at the end of the summer most students feel a very strong sense of achievement. I myself have enjoyed the Middlebury experience a number of times, both as a faculty member and as the director. As the 1997 session approaches, I look forward to another successful summer at the School of Arabic and to working with those of you who have decided to become part of the Arabic experience at Middlebury.

Mahmoud Al-Batal
Director

The School of Arabic

The School of Arabic offers beginning, intermediate, and advanced courses in the nine-week summer session. The curriculum emphasizes reading, listening, speaking, and writing skills, all of which are practiced daily. It uses a communicative and functional approach to the study of Arabic. An exceptionally wide-ranging collection of authentic listening, speaking, and reading materials, completed in August 1990 with assistance from the U.S. Department of Education, aids in the students' acquisition of the four skills.

The main focus of the school is the teaching of Modern Standard Arabic (*al-FusHaa*). The addition of colloquial Arabic to the school's curriculum, beginning in 1991, has responded to a growing need to make students more native-like in their oral proficiency.

The material covered and the level of proficiency achieved in one summer at the Middlebury School of Arabic is generally considered equivalent to at least one academic year's work at most other institutions. Student progress is evaluated through the administration of written and oral proficiency tests at the beginning and end of each session.

The school has its own language lab with a selection of tapes for work on all skills. In addition, students have access to word processing in Arabic at the Middlebury College computer center. A number of Macintosh computers equipped with the Nisus Arabic word-processing program are made available to students of the School of Arabic.

The Middlebury College library houses an Arabic collection which students may use for outside reading and class research. The school also has an extensive collection of authentic audio and video tapes from the media in many parts of the Arab world.

Credit

Credit is defined in terms of *units*. One unit equals three semester hours. Each level offered in the nine-week session of the School of Arabic awards four units (twelve semester hours) of undergraduate credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session. Information about the financial aid application process for the summer of 1998 will accompany admissions materials published by the Language Schools in November 1997.

Graduate Internships

The School of Arabic will offer two graduate internships in the summer of 1997. One of these internships will be named the Cheryl Pinkerton Internship, in memory of a member of the school's family who passed away in Cairo last year and who had been planning to join us as a Graduate Intern in the Summer of 1997.

Graduate interns audit the advanced level class, observe the school's faculty in operation, and help in grading and material selection. In addition, they are expected to tutor beginning-level students. Eligible candidates must have served as teaching assistants at their home institutions or have career interests in the teaching of Arabic. Candidates must also possess advanced language proficiency.

The school will provide interns with full room and board and a small stipend for the nine-week summer session. Interns will be expected to cover their own travel expenses to and from Middlebury College. For further information about these

internships, please write to the School of Arabic at Middlebury College.

Enrollment

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1997, of their decision to cancel their enrollment. After May 1st, and until registration at the summer session, students who cancel will forfeit the enrollment fee, but will receive a refund for any other tuition payments which have been made. Other refunds are subject to the schedule in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Application materials for the 1998 summer session will be available in November, 1997 from:

The School of Arabic
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: MAHMOUD AL-BATAL. Associate Professor of Arabic, Emory University. Ph.D., University of Michigan.
Coordinator: LINDA MARCHICA.
Bilingual Assistant: CHRISTOPHER TOENSING, M.A., Princeton University.

Faculty
MAHMOUD IBRAHIM ABDULLAH. Lecturer in Arabic, University of Westminister, England.

M.A., Essex University.

AMIN BONNAH. Assistant Professor of Arabic, Georgetown University. Ph.D., Georgetown University.

KRISTEN BRUSTAD. Assistant Professor of Arabic, Emory University. Ph.D., Harvard University.

DRISS CHERKAOUI. Lecturer, The College of William & Mary. M.A., Sorbonne Nouvelle, Paris III.

ZEINAB IBRAHIM. Lecturer in Arabic, The American University in Cairo. M.A., The American University in Cairo.

AHMAD KAROUT. Instructor of Arabic, French Institute for Arab Studies, Damascus, Syria. Diplome in French Literature, University of Damascus.

SALIM KHALDIEH. Visiting Professor of Arabic, Wayne State University. Ph.D., Ohio State University.

HANAA EL-KILANY. Teaching Fellow, The University of Pennsylvania. M.A., The American University of Cairo.

SAMIA SAYYED MONTASSER. Lecturer in Arabic, George Washington University. M.A., Bath University, U.K.

GHADA MUHANNA. Coordinator of Arabic, Mercer University. M.S., Georgia Institute of Technology.

BARBARA ROMAINE. Teaching Fellow, The University of Pennsylvania. M.A.T., University of Massachusetts.

EMAD EL-DIN RUSHDIE. TAFL Fellow, The American University in Cairo.

IMAN SAAD EL-DIN. Instructor of Arabic, The American University in Cairo. B.A., The American University in Cairo.

CHRISTOPHER STONE. Teaching Fellow, Princeton University. M.A., Princeton University.

DENISE YAZBECK. Teaching Fellow, Georgetown University. M.A., Georgetown University.

Program of Studies

Students are placed in the following levels based on scores from written and oral proficiency exams which are administered at the beginning of the summer session.

101-102-103-104 Elementary Arabic (Level 1)

The beginning level is designed for students with no prior knowledge of Arabic. Daily coursework combines the use of a textbook with the use of authentic materials on a variety of topics for reading and listening comprehension. By the end of the course, students are expected to (1) have a mastery of the writing and sound systems of Arabic, (2) be able to understand and use basic grammatical structures, (3) have active use of about 1000 vocabulary words, (4) comprehend short reading passages, (5) understand sentence-length utterances in a limited number of content areas, and (6) handle a limited number of interactive, task-oriented social situations.

There are five hours of classroom instruction per day in addition to work in the language lab and written assignments. Students should expect to spend between five and six hours per day on assignments and study outside of class. From the outset, the medium of instruction is Arabic, except for occasional grammatical explanations. (4 units)

Required Texts: *Alif Baa, An Introduction to Arabic Letters and Sounds,* by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1995; *Al-Kitaab fii Taʿallum al-ʿArabiyya : A Textbook for Beginning Arabic, Part I,* by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1995.

197-198-199-200 High Elementary Arabic (Level 1.5)

This course is designed for students who have had some exposure to Arabic either through living in an Arab country or through a short period of formal study, but who have not reached the intermediate

level of proficiency. The course assumes full control of the writing and sound systems of the language. Emphasis here is placed on the expansion of vocabulary and grammatical structures to allow students to begin functioning with the language in a variety of situations. Materials used at this level are drawn from both the elementary and intermediate levels. Students at this level are expected to use Arabic from the beginning of the session, and classes are conducted entirely in Arabic.

There are five hours of classroom instruction per day. Students are also expected to spend five to six hours on assignments and study outside of class. (4 units)

Required Text: *Al-Kitaab fii Taᶜallum al-ᶜArabiyya : A Textbook for Beginning Arabic, Part I*, by Brustad, Al-Batal & Al-Tonsi, Georgetown University Press, 1995.

201-202-203-204 Intermediate Arabic (Level 2)

The regular intermediate level begins with a thorough review of basic Arabic grammar and vocabulary in order to bring students to a common working level. Objectives at this level are acquisition and expansion of vocabulary (1500-1700 words), the development of skills in reading, writing, listening, and speaking, and the mastery of basic grammar, including more complex structures not covered in the beginning course. These objectives are achieved through class discussion and intensive study of authentic written texts, and through intensive oral/aural practice using authentic audio and video materials.

There are five hours of classroom instruction per day. Students are also expected to spend five to six hours on assignments and study outside of class. (4 units)

Required Text: *Al-Kitaab fii Taᶜallum al-ᶜarabiyya, Part II*, by Brustad, Al-Batal, and Al-Tonsi. (forthcoming in early June, 1997)

301-302-303-304 High Intermediate Arabic (Level 3)

This course is designed to allow accelerated learning for intermediate students who bring with them a more solid background in Arabic than students in Level 2. The general objectives are the ability to handle a variety of communicative tasks successfully, the ability to understand sustained listening passages, the ability to read more authentic passages, the ability to write letters and paragraphs, and mastery of basic and more complex grammatical structures.

Classes meet for five hours per day. In addition, work outside of class requires an average of five to six hours a day. (4 units)

Required Texts: *Al-Kitaab fii Taᶜallum al-ᶜarabiyya, Part II*, by Brustad, Al-Batal, and Al-Tonsi. (forthcoming in early June, 1997); *Adawaat al-Rabt* by Ahmed Taher Ḥasanein & Nariman Al-Warraki, American University in Cairo Press, 1994; *AqaSiis min al-ᶜaalam al-ᶜArabii*, Librairie Générale Française, 1993.

401-402-403-404 Advanced Arabic (Level 4)

Students accepted at this level are expected to have mastered basic grammar and word mechanics and possess an Intermediate-Mid oral proficiency rating, or higher, in Modern Standard Arabic. The course is designed to have students attain advanced proficiency in the skills of reading and listening comprehension, writing, and speaking. After an initial review period, reading and listening activities for the course deal exclusively with authentic materials on various contemporary topics in language, literature, and the social sciences. Through outside projects, class presentations, lectures, book reports, and extensive use of authentic written materials and audio-visual programs, students develop advanced skills in reading, writing, speaking, and listening. Special emphasis at this level is placed on understanding the nuances of the language and the use of idiomatic expressions and rhetorical devices. Coursework at this level includes

extensive reading of advanced texts. Students can expect to be able to read, write, and discuss a wide variety of complex academic and intellectual subjects with a high degree of language proficiency by the end of the session.

Classes meet three to four hours a day, and students should expect to spend five to six hours outside class on assignments and preparation. (4 units)

Required Text: *Adawaat al-Rabt* by Ahmed Taher Hasanein & Nariman Al-Warraki, American University in Cairo Press, 1994; a wide variety of additional readings will be selected by instructor(s); *AqaSiis min al-ᶜaalam al-ᶜArabii*, Librairie Générale Française, 1993.

Electives in Colloquial Arabic

Each student at the High Intermediate and Advanced levels (levels 3 and 4) is required to choose one colloquial elective course which meets four hours per week in addition to the regular course load. These electives represent a basic component of the curriculum at these levels. They are **not optional** and are **not separate courses** for which students receive separate credit or separate grades. A student's performance in the chosen elective contributes to the determination of the final overall grade for the course.

The elective offerings vary from year to year based on student interest and the availability of instructors. The courses that were offered during recent sessions were:

(1) Elementary Egyptian Arabic
This course is designed to expose students to the basics of Egyptian Colloquial so as to allow them to function in daily life situations.

(2) Intermediate Egyptian Arabic
This course is intended for students who have had some exposure to Egyptian Colloquial. Special emphasis in this course will be placed on the use of audio-visual materials.

(3) Elementary Moroccan Arabic
This course is designed to expose students to the basics of Moroccan Arabic.

(4) Elementary Levantine Arabic
This course is designed to expose students to the basics of Levantine Arabic, allowing them to function in daily-life situations.

Clubs

In addition to regular coursework, students above the first level are also required to participate in a club of their choice. The clubs hold two-hour meetings once a week. The clubs are determined by student interest. Clubs in a recent summer session included the following:

(1) Arabic Music and Dance Club: Students worked on learning Arabic songs and folk dancing.
(2) Literature Club: Students read selections from modern literary works in fiction and poetry.
(3) Political Club: This club focused on discussions (in an informal setting) of current political affairs in the Arab world.
(4) "Turath" (Heritage) Club: Students read various Arabic texts from early and medieval periods.
(5) Cinema Club: Students watched an Arabic film every week and discussed its cultural and artistic content.
(6) Qur'an Club: This club was based on reading some of the Suras of the holy text and their interpretations, and on learning the rules of recitation *(Tajwiid)*.

Due to their limited oral proficiency, elementary level students form their own club for the first half of the session and join the other clubs for the second half.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

ROBERTO VÉGUEZ
Acting Vice President for Languages
and Director and Dean of the Language Schools
Ph.D., University of Wisconsin-Madison

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

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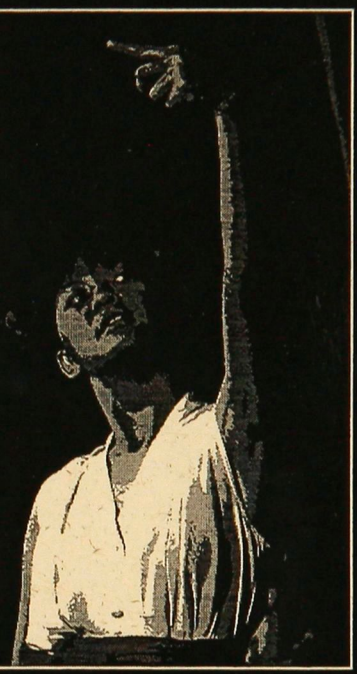
Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

MIDDLEBURY

The Language Schools

COLLEGE

Chinese



SUMMER 1997

The Chinese School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5510

Summer 1997

Nine-Week Session

June 13-August 15

Total Fees: $5,765

(Tuition $3,800; Board $1,140; Room $555)

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The Chinese School

The Chinese School offers a nine-week intensive program each summer, with courses in modern Mandarin at the beginning, intermediate, and two different advanced levels, and one course in beginning classical Chinese. These courses are designed to help learners develop and improve their listening, speaking, reading, and writing skills. The curriculum at all levels also aims at helping learners acquire and expand their knowledge of Chinese culture.

Total Immersion - In the context of complete immersion in an intensive Chinese language environment, students will have ample opportunities to acquire and improve their ability to communicate in both spoken and written Chinese. Teachers and students adhere to a strict "Chinese Only" language pledge. Students will be exposed to texts prepared both in traditional and simplified characters, and to a variety of vocabulary and usages current in both mainland China and in Taiwan. Language learning activities, to be conducted both in and outside of class, include various types of drills and simulations of real life situations requiring the use of spoken and written Chinese. These exercises, which emphasize the development of good language learning strategies, also seek to help students become more resourceful learners and successful users of Mandarin Chinese.

Intensive Learning - Students should anticipate devoting a great deal of time to study and practice in addition to their scheduled four hours of classes Monday-Friday. It is not advisable for students to plan to spend weekends away from Middlebury, or to have any other obligations during the nine-week session. For relaxation and additional opportunities to learn the language and the culture, students will participate in many weekly extra-curricular activities such as movies, lectures, picnics, sports, calligraphy painintg, Tai-Chi, Chinese chess, drama, singing, poetry recitation, cooking, and radio broadcasting.

Rigorous Assessment- Students (other than beginners) will take entrance proficiency tests for placement purpose and exit proficiency tests to determine progress made during the summer. Throughout the course, students will be rigorously assessed and their progress will be carefully monitored.

Low Faculty-Student Ratio - The average faculty-student ratio in the Chinese School is approximately one to six. The faculty is recruited upon the basis of excellence in teaching Chinese as a foreign language. Most faculty members grew up in China or in Taiwan, with one or two non-native instructors who have near native proficiency in Chinese. All teachers live in the Chinese language dormitory with the students, take their meals with them in a Chinese language dining hall, and interact with them in Chinese on a daily basis including weekends.

Credit

Credit is defined in terms of *units*. One unit equals three semester hours. Courses offered in the nine-week session of the Chinese School award four units (twelve semester hours) of undergraduate credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer of 1998 will accompany admissions materials published by the Language Schools in November 1997.

Enrollment

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1997, of their decision to cancel their enrollment. After May 1st, and until registration at the summer session, students who cancel will forfeit the enrollment fee, but will receive a refund for any other tuition payments which have been made. Other refunds are subject to the schedule in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

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The Chinese School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration and Faculty

Director: T. RICHARD CHI. Associate Professor of Chinese, University of Utah. Ph.D., UCLA.

Adviser: JOHN BERNINGHAUSEN. Professor of Chinese, Middlebury College. Ph.D., Stanford University.

Lead Instructors:

Beginning Chinese (Level I): MEIQING ZHANG. Lecturer in Chinese, Brown University.

Intermediate Chinese (Level II): ZHIQUN XING. Assistant Professor of Chinese, University of Vermont.

Advanced Chinese I (Level III): JIANHUA BAI. Assistant Professor of Chinese, Kenyon College. Ph.D., University of Pittsburgh.

Advanced Chinese II (Level IV): KAI LI. Lecturer of Chinese, Oberlin College. B.A., Beijing University.

Classical Chinese (Level V): GREGORY CHIANG. Senior Lecturer in Chinese, Middlebury College. M.A., University of Vermont.

Courses

Beginning Chinese (Level I) Zhang and staff
This course is designed to help students develop functional language ability in spoken and written Mandarin Chinese in order to meet the basic needs in their personal and academic lives.

Activities designed for the course include intensive drills on sounds and tones, vocabulary, grammatical constructions, and traditional and simplified characters in meaningful contexts. There is extensive practice in using Chinese in culturally authentic situations. Both pedagogically prepared texts and authentic materials including a wide variety of realia will be used in this course.

Required Texts: T. Richard Chi, *Intermediate Mandarin Chinese: the Textbook*, forthcoming, Boston: Cheng & Tsui Company. T. Richard Chi, *Intermediate Mandarin Chinese: the Workbook*, forthcoming, Boston: Cheng & Tsui Company.

Recommended Dictionary: *Concise English-Chinese Chinese-English Dictionary*, New Haven: Commercial Press.

Intermediate Chinese (Level II) Xing and staff
This course is designed for students who have successfully completed a rigorous one-year college course in spoken and written Mandarin Chinese, or its equivalent. While many of the linguistic tasks students will learn to handle are similar to those of Level I, the level of language required to carry out these tasks is more advanced. In this course,

students will be required to comprehend and produce paragraph-level Chinese.

Rigorous practice of spoken and written Chinese in complex communicative activities will be complemented by intensive drills to fine-tune pronunciation, expand vocabulary, and internalize more complex grammatical constructions. Students will also do intensive reading of expository writings on a variety of cultural topics. This course is conducted in Mandarin Chinese.

Required texts: T. Richard Chi, *Intermediate Mandarin Chinese: the Textbook*, forthcoming, Boston: Cheng & Tsui Company. T. Richard Chi, *Intermediate Mandarin Chinese: the Workbook*, forthcoming, Boston: Cheng & Tsui Company.

Recommended Dictionaries: *A New English-Chinese Dictionary*, Seattle: University of Washington Press.

Advanced Chinese I (Level III) Bai and staff
Designed for students who have completed two years of college-level training in Chinese, this course aims at helping students solidify their ability to comprehend and produce paragraph-level Chinese. It seeks to enable students to understand face-to-face conversations as well as to comprehend both spoken and written formal *shumianyu* Chinese on most familiar topics, give factual accounts, and write various types of correspondence, simple essays and reports. Authentic materials, including newspaper reports and radio and TV broadcasts, will be used in this course. The course is conducted entirely in Mandarin Chinese.

Required texts: Bai, *Beyond Basics*, Boston: Cheng & Tsui Compangy. Teng, S. and Perry, *Taiwan Today*, Boston: Cheng & Tsui Company. Liu, Irene and Li, Xiaoqi, *A Chinese Text for a Changing China*, Boston: Cheng & Tsui Company. Liu, Irene, *Under the Bridge: A Study Guide for the Film*, Boston: Cheng and Tsui Company, Boston.

Recommended Dictionaries: *A New English-Chinese Dictionary*, Seattle: University of Washington Press.

Advanced Chinese II (Level IV) Li and staff

This course is designed to help students comprehend and produce discourse level Chinese characterized by factual as well as abstract elaboration on most familiar and some unfamiliar topics. Authentic materials are used exclusively, and the course is conducted in Mandarin Chinese. It is designed for students who have completed three years of training in all four skills.

In this course, students will read rigorously both literary and non-literary texts written in advanced *shumianyu* language on a wide range of topic areas related to current events, social sciences, history and literature. Students will be required to write extensively in the expository style, and their written work will be corrected and discussed in individual sessions.

Required texts: Ling, Vivian, Ed., *The Independent Reader,* Tapei: IUP.

Recommended Dictionaries: *A New English-Chinese Dictionary*, Seattle: University of Washington Press.

Classical Chinese (Level V) Chiang

This course, conducted entirely in modern Mandarin, is an introduction to classical Chinese. It is designed for students with no previous training in the classical language but with a minimum of three years of training in modern Mandarin. While the focus of the course is on training students to read classical Chinese, the method of instruction serves simultaneously to enhance proficiency in the vernacular. Comparisons will be made between the classical Chinese and modern Mandarin in the areas of lexicon, syntax, semantics and cultural context. Materials to be covered in this course are selected from the vast store of classical texts, ranging from the Analects of Confucius to nineteenth century court documents. All lessons will be accompanied by audio tapes placed in the language laboratory.

Required Texts: Chiang, Gregory, "Classical Chinese: A College Reader," Hsieh, Ping-ying et. al., *Reader on Four Books*, San-min Book Company, Taipei;

Recommended Dictionaries: *Xiandai Hanyu Cidian,* Commercial Press, Hong Kong. *Concise Dictionary of Classical Chinese,* Zhonghua Book Company.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
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MIDDLEBURY COLLEGE
School in China

明德北京
中國語文研習班

1997-1998

ACADEMIC PROGRAM

Students enroll in either Intermediate or Advanced Chinese (I or II), according to the results of placement tests administered in Beijing before the start of classes. Each level represents an integrated curriculum that helps students develop the four language skills (listening, speaking, reading, and writing), and introduces students to various aspects of Chinese culture and contemporary Chinese life. All instruction is in Mandarin Chinese.

Intermediate Chinese

Students work on developing a strong foundation in the four language skills. Course materials range from conversations to substantial texts based on real world topics, covering issues especially relevant to American students studying in China. Texts, classroom discussions, and assignments combine to provide deeper insights into modern Chinese life, as they improve students' linguistic capabilities.

Advanced Chinese I

Designed to further development of the four language skills, while at the same time introducing students to contemporary intellectual issues. Newspaper readings, discussions of selected essays by well-known Chinese thinkers, intellectual debates, and expository writing provide students with the linguistic ability, cultural sensitivity, and historical knowledge necessary to understand the complex fabric that makes up modern China.

Advanced Chinese II

At this level, students take full advantage of the authentic Chinese language environment. In addition to some pedagogically prepared texts, students make use of authentic materials avail-

Please send application materials for the Middlebury College School in China to:

Name: _____

Current Address: _____

_____

_____

Permanent Address (after May 15):

_____

_____

E-mail address: _____

Phone number: _____

Questions or comments: _____

_____

_____

_____

_____

Middlebury College is pleased to announce the inauguration of a new program for study abroad in China. Beginning in 1997, highly qualified college juniors and graduate students who have reached the intermediate or advanced level of Chinese will be able to continue their study of Chinese language and culture for one or two semesters in Beijing. This program joins Middlebury's seven highly regarded programs in European cities, and builds upon Middlebury's forty-seven years of experience providing Americans with opportunities to study abroad in conjunction with outstanding foreign universities.

HOST INSTITUTION

Beijing Normal University, designated as a "key school" by the Chinese government, will host the Middlebury program, providing offices, classrooms, dormitory facilities, and some teaching staff. BNU, noted for its strong faculty and student body, is located in northwestern Beijing. Public transportation makes other areas of the city easily accessible to students.

DIRECTOR

Fall semester: Chih-P'ing Chou, East Asian Studies Department, Princeton University
Spring Semester: Gregory Chiang, Chinese Department, Middlebury College

FACULTY

In addition to the program director, who oversees and participates in classroom instruction, faculty are selected for their experience with teaching Chinese as a second language.

LANGUAGE PLEDGE

The heart of all Middlebury programs is the Language Pledge, a formal commitment to speak only the language of study throughout the program, whether in Vermont or abroad. The Pledge helps students focus on acquiring language skills, and internalizing the patterns of communication and cultural perspectives associated with the target language. It plays a major role in the success of Middlebury's programs, both as a symbol of commitment and as an essential part of the language learning process. All students will, therefore, be expected to speak only Chinese in Beijing.

CALENDAR

Students may enroll in one or two 14-week semesters. The dates for the 1997-98 program are:

Fall semester:
September 8 - December 12, 1997
Spring Semester:
March 2 - June 6, 1998

Students who are planning to spend the full year in Beijing should note that they have a two-and-one-half month period between semesters during which they can visit their families, or travel on their own.

FEES

A comprehensive fee of $12,000 for two semesters, or $6,500 for the semester, covers tuition, room, and special lectures and excursions organized especially for this program.

ADMISSION

In order to be eligible for admission to the Middlebury School in China, students must have completed at least two full years of college, including two years of college Chinese or the equivalent, with an overall grade average of B-, and a B average in Chinese courses.

Applications are accepted on a rolling basis until March 1, however, students are encouraged to apply as early as possible, preferably by February 1. (Middlebury undergraduates must apply by February 1). The application fee of $40 is nonrefundable.

MEALS

Students are responsible for their own meals. They may purchase meals in the BNU dining halls, or take advantage of the many markets and restaurants located just outside the campus.

CREDIT

Students receive four units (twelve semester hours) of credit for each semester. Students should consult with their advisers at their home institutions regarding credit transfer.

TRANSPORTATION

Transportation to and from Beijing is arranged and paid for by the student.

For more information, please send the attached form to:

Middlebury College
School in Beijing
Sunderland Language Center
Middlebury VT 05753

Phone: (802) 443-5510
FAX: (802) 443-2075
E-mail: languages@middlebury.edu
Web: http://www/middlebury.edu/~ls

able to the Chinese, including newspapers, the daily news on TV, journals, and other publications and multimedia materials.

Special courses

Especially proficient students may enroll in one of the following specialized options:

a. Classical Chinese

This course is designed to provide very advanced students with a solid foundation in classical Chinese. Materials for this course are selected from the vast store of classical texts, ranging from the Analects of Confucius to nineteenth century court documents. Since this course will be conducted entirely in modern Chinese, it will also enhance proficiency in modern Chinese. Classical Chinese is highly recommended for graduate students preparing to do research in the Chinese language.

b. Readings in Special Fields

Working with the program director, a well-qualified advanced student may design a readings/research course in his/her field of study, which will be supervised by the director and a faculty member in the special field. This course is normally only available to advanced students enrolled for two consecutive semesters at the Middlebury Program in Beijing.

HOUSING

Middlebury students will reside in double dormitory rooms on the BNU campus. Each room has a television, telephone, and private bath. The rooms are equipped with air-conditioning and heating.

Middlebury College
School in China
Sunderland Language Center
Middlebury VT 05753

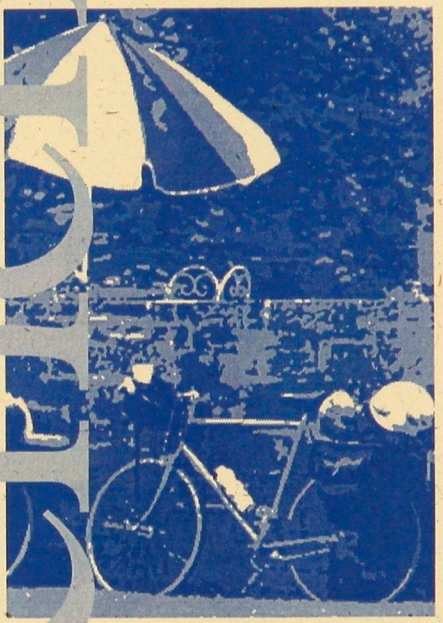
Non-Profit Organization
U.S. POSTAGE
P A I D
Middlebury College

MIDDLEBURY

The Language Schools

COLLEGE

French



PROFESSIONAL DEVELOPMENT WORKSHOPS

The French School of Middlebury College is offering professional development workshops for teachers of French at all levels during the summer of 1997. Participants select two of the three workshop options. Each workshop meets Monday through Friday, one hour each day, for three weeks. Participants earn one unit of graduate credit (three semester hours) for the three-week session. All workshops are taught in French by a specialist in the field.

Workshop students are housed in dormitories of the French School and immerse themselves in French language and culture throughout their stay. Participants are expected to observe the Middlebury Language pledge, and they are encouraged to interact with the students and faculty of other French School programs while taking advantage of the many free social, cultural, and recreational opportunities offered by the school. These include films, lectures, and concerts — all in French — as well as access to excellent athletic facilities, including a pool, fitness center, indoor and outdoor tracks, and tennis courts.

The Teaching of Cultures

Professor Martine Abdallah-Pretceille, Université de Paris III

We will examine selected aspects of culture from three perspectives: history (cultural attitudes, common experience); the anthropology of daily life and modern culture; sociology (gradual and radical changes). The focus will be on the following: diversity within France and the French; daily life (public parks, the *métro*, handicrafts, public and private space); social events (the *Tour de France*, the 14th of July *bal*, school).

Text: *A quoi rêvent les années 90,* Pascal Weil, Paris, Ed. du Seuil, Collection Points, n° 285, 1993.

Middlebury College French School
Sunderland Language Center • Middlebury, VT 05753

Application for Admission

WORKSHOPS FOR TEACHERS OF FRENCH

Please print or type. You may use this form to apply to the workshops only.

OFFICE USE

Date Received _____

LS Number _____

A _____ R _____ C _____

Fee Received _____

BASIC INFORMATION

Last Name • First Name • Middle Name			Mr.	Mrs.	Ms.	Miss	Other
Birth Date (Mo • Da • Yr)	Place of Birth (City • State • Country)	Citizenship	Native Language			Social Security Number	

Address until May 15

Street and Number

Address after May 15 (permanent)

Street and Number

EDUCATION, LANGUAGE STUDY AND EXPERIENCE

Please note: *An official transcript is required from (a) the institution from which you received your most recent degree, and (b) any institution from which you received subsequent credit in French. Please request an official transcript in a sealed envelope from the registrar of each institution.*

Undergraduate School	Dates attended	Major	Degree received	Year
Undergraduate School	Dates attended	Major	Degree received	Year
Graduate School	Dates attended	Major	Degree received	Year
Graduate School	Dates attended	Major	Degree received	Year

Semesters formal study of the language,	Undergrad	Grad	Teaching experience in French:	Years of	Level

EXTRA
POSTAGE
NEEDED!

French Language School

Middlebury College
Middlebury VT 05753

Including this term

Other professional use of the language

Present Occupation	Employer

RECOMMENDATION

Please submit one recommendation from your department chair or principal. ***To help us process your application quickly, we ask that you send the recommendation, in a sealed envelope, with your completed application to the French School.***

SUPPLEMENTARY INFORMATION

Please submit a statement of about 200 words, on a separate sheet of paper, in which you discuss:

a) your formal and informal experience with French, including travel, study or residence abroad;
b) how you came to hear about Middlebury's programs;
c) your reasons for wanting to participate in the French Workshops.

This statement may be written either in English or in French. You will not be penalized in any way for choosing to write the statement in English.

Please return completed application form, transcripts, recommendation, and supplementary information, ***all in the enclosed envelope****, to the French School.*

LANGUAGE PLEDGE: If admitted to the Language Schools, I agree to comply with the pledge to use French to the best of my ability as my only language of communication. I understand that my failure to do so may result in my expulsion from the school without credit and without refund.

Date _____ Signature _____

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit, which must be paid within 30 days of acceptance, guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1997 of their decision to cancel their enrollment. After May 1 and until registration at the summer session, students who cancel will forfeit the enrollment fee, but receive a refund for any other payments made. Other refunds are subject to the schedule published in the Language Schools Handbook mailed to enrolled students in May.

Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

City • State • Zip		City • State • Zip	
Home Phone	Office Phone	Home Phone	Office Phone
E-mail address			

In case of emergency please notify:

Name	Relationship	Phone
Street and Number	City • State • Zip	

Please list all previous surnames (for identification of records).

Have you previously applied to one of the Middlebury Language Schools?

Yes	No	If yes, which school?	Years	Did you enroll?

PROGRAM INFORMATION

Please check the two workshops in which you would like to participate:

- ❑ The Teaching of Cultures
- ❑ The Teaching of French to Young Children
- ❑ Multimedia

Workshop enrollment is limited. Applications will be considered on a rolling basis. Auditing is not permitted.

- ***If you have attended the French School, you need to complete this form and submit the letter of recommendation and supplementary information as requested on the back of this form.***
- ***If you have <u>not</u> attended the French School, please complete this form, follow the instructions on the back concerning supporting documentation, including transcripts, and send all application materials to us in the envelope provided. A $40 non-refundable application fee, payable to Middlebury College, is required of all applicants who have not attended the Language Schools or applied within the past two years.***

The Teaching of French to Young Children

Professor Martine Abdallah-Pretceille, Université de Paris III

Bilingualism, even multilingualism, is becoming a common standard of communication in families, schools, or daily interactions. Second-language acquisition by children ages 3 to 11 is a topic which is receiving increasing attention. In this workshop we will examine the cultural and cognitive benefits of bilingualism, the conditions under which languages are acquired, and various methods and instructional materials appropriate to this age group (songs, nursery rhymes, games ...).

Open to teachers of French with or without experience at the K-8 level.

Multimedia

Professor Gilberte Furstenberg, Massachusetts Institute of Technology

This workshop is designed to let you discover, explore, and understand the rich world of multimedia, including the WEB. We will analyze many different types of software (on videodisks and CD-ROMs), reflect upon the best and most appropriate uses of multimedia, develop guidelines on how to integrate multimedia in a curriculum and discuss the fundamental issue of the role of the teacher in such an environment.

The course will include extensive hands-on experience and group projects. No prior experience is required.

Calendar

PLEASE NOTE
Due to unforeseen circumstances, the dates of the workshops have been moved back a week: participants will arrive July 12 & 13; couses run from July 14-Aug. 1.

July 5
July 6
July 7
July 25 ...sses end
July 26 Departure (by 12 noon)

Fees

Tuition - $960
Room - $200
Board - $515

The French School also offers:

A Seven-week intensive language session
- from beginning to advanced levels
- for undergraduate credit
- June 27-August 15

Tuition - $2,860; Board - $1,090; Room - $435

A Six-week graduate session
- including courses in language, linguistics, literature, cvilization, and pedagogy
- June 30-August 15

Tuition - $2,860; Board - $1,030; Room - $400

Junior Year in Paris
Tuition - $10,930 for the academic year

Graduate Study in Paris
Tuition - $10,930 for the academic year

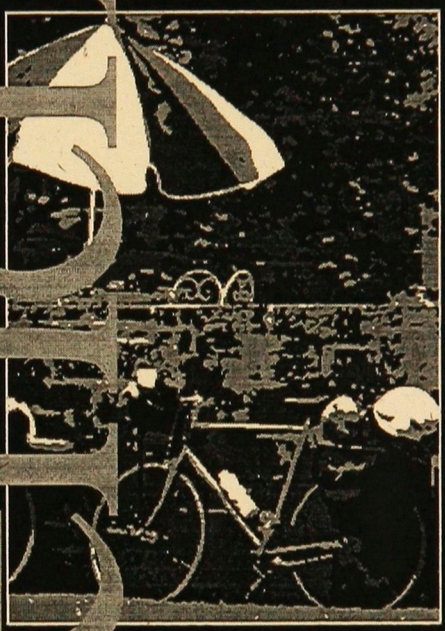
Graduate Degree Programs
- M.A. in French (to be completed in a series of summers at Middlebury, or one summer at Middlebury and an academic year in Paris)
- D.M.L. in French and a second language (German, Italian, Russian, or Spanish)

FOR FURTHER INFORMATION PLEASE CONTACT:
The French School-F
Middlebury College
Middlebury VT 05753
(802) 443-5510
E-mail: languages@middlebury.edu
Web: http://www.middlebury.edu/~ls

MIDDLEBURY

The Language Schools

COLLEGE



French

SUMMER 1997

ACADEMIC YEAR 1997-98

The French School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5510
FAX: (802) 443-2075
E-MAIL: LANGUAGES@MIDDLEBURY.EDU
WEB: HTTP://WWW.MIDDLEBURY.EDU/~LS

Summer 1997

Seven-Week Session
June 27 - August 15
Total: $4,385
(Tuition $2,860; Board $1,090; Room $435)

Six-Week Graduate Session
June 30 - August 15
Total: $4,290
(Tuition $2,860; Board $1,030; Room $400)

Three-Week Graduate Workshops
July 12 - August 1
Total: $1,675
(Tuition $960; Board $515; Room $200)

Academic Year 1997-98
Graduate and Junior Year Programs in France
(Tuition: Full year $10,930; Semester $5,580)

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Quelques mots pour vous présenter l'École Française

Comment dire "au revoir" à l'École Française, aux étudiants, aux professeurs, aux différents personnels de Sunderland et du College, aux amis que l'on a connus, vus et revus depuis bientôt 26 ans ...? Tâche difficile ... Mission impossible ... Essayons quand même.

Il est temps que je prenne enfin des vacances! Je n'en ai guère eu depuis 1972. Grâce à Jean Carduner je suis venu à l'École Française alors que celle-ci comptait près de 400 étudiants de Maîtrise. L'évolution de l'enseignement des langues étrangères aux États-Unis, les modes et les situations sociales, la place relative du français dans les programmes universitaires ont eu raison de cette situation exceptionnelle et privilégiée dont bénéficiait la "langue de Molière". Le français est devenu une langue comme les autres, ni plus ni moins, même si les enquêtes récentes faites dans l'enseignement secondaire public révèle une légère progression de cette langue ....

Je salue étudiants et professeurs qui m'ont accompagné fidèlement et qui se sont consacrés à l'apprentissage, à l'enseignement, et à la diffusion de la "langue de chez nous".

Je passerai le relai, l'été prochain, à un nouveau directeur, qui sera choisi avec soin par l'administration et qui assurera une transition sans heurts, dans la continuité et la nouveauté. Je remercie chaleureusement les différents Directeurs des Écoles de Langues que j'aurai connus pendant mon séjour à Middlebury : Clara YU, Ed KNOX, Roberto VÉGUEZ m'auront soutenu avec constance et amitié tout au long de mon mandat.

Je ne changerai rien au texte qui suit car il correspond exactement à l'idée que je me suis faite des activités de cette école.

Depuis sa création l'École Française se consacre à l'enseignement de la langue, de la littérature et de la civilisation françaises. L'étudiant de Middlebury bénéficie d'une double expérience : la maîtrise d'une langue étrangère, et l'accès à d'autres disciplines telles que la linguistique et les sciences sociales, qui permettent d'explorer la culture française, la littérature et la pédagogie. Un très haut degré de coordination entre ces aspects différenciés du programme permet aux futurs professeurs de profiter de pratiques diverses et de mieux

s'adapter aux situations professionnelles devenues de nos jours de plus en plus exigeantes.

Les cours de langue dits pratiques visent à la maîtrise du français : la langue étant un objet social, il est essentiel d'explorer la société dans laquelle elle est aussi un outil de création esthétique, ce qui rend l'étude de la littérature indispensable. Ces grands principes qui orientent le programme n'ont guère varié depuis le début.

Le public étudiant, par contre, s'est beaucoup diversifié et la répartition des cours dans les différentes rubriques en a été sensiblement modifiée. Cet été, la majorité des cours proposés sont des cours de langue pratique (compréhension orale, production orale et phonétique, compréhension écrite et production écrite). A ces cours de base, sont ajoutés, au niveau gradué, un cours de français des affaires. Un public de plus en plus grand s'intéresse à ces domaines de spécialisation qui peuvent trouver des applications pratiques dans le monde de l'enseignement comme dans celui des professions libérales, juridiques et commerciales.

Nous avons le plaisir de retrouver cette année parmi nous de nombreux amis et professeurs qui ont déjà enseigné à Middlebury en été, d'autres qui ne sont pas revenus depuis longtemps, d'autres qui arrivent pour la première fois. Vous reconnaîtrez leurs noms, j'en suis sûr, et découvrirez avec intérêt les sujets qu'ils se proposent d'enseigner cette année. L'été sera placé sous le signe des 19ème et 20ème siècles : linguistique, littérature, civilisation, cinéma, francophonie, didactique, langue, traduction, phonétique, sans compter les films, les pièces de théâtre, la chorale, quel programme, quel menu! Venez le savourer, le déguster!

Monsieur le Professeur René Rémond, Président de la Fondation d'Études Politiques, ancien président de l'Université de Paris X-Nanterre, reviendra cet été, comme conférencier. Il nous parlera des problèmes sociaux et politiques de la France contemporaine.

Je remercie étudiants, personnel et professeurs de venir participer avec moi une dernière fois à l'École Française. Lisez attentivement le programme suivant : vous y trouverez, j'en suis sûr, de quoi occuper agréablement votre été, sans compter que vos après-midi et vos soirées seront animées de sports, de films, de chansons et de théâtre. Vous avez là tout ce qu'il faut pour passer six ou sept semaines bien remplies.

Daniel Jourlait
Directeur

French at Middlebury

The French School offers its students a variety of programs during the summer, including intensive language training at five levels of proficiency from beginning to advanced, and graduate programs leading towards the M.A. or D.M.L. degree. The School in France has programs designed for undergraduates wishing to spend their junior year in Paris and for graduates who complete their M.A. degree with an academic year in Paris.

Graduate Degrees

Master of Arts. Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. They must also have completed course work equivalent to a major in French. The Graduate Record Examination is not required for admission. Highly qualified undergraduate students may accumulate a maximum of six graduate course units toward a Middlebury M.A. degree before receiving their B.A. degree, but these units may not count toward both degrees.

To receive the Master's degree in French, students must earn a total of twelve course units. Students are accepted to degree candidacy after successfully completing a preliminary summer in Vermont. Candidates may earn remaining units either during a series of summers on the Vermont campus or during an academic year in Paris. The program provides a broad base in the fields of French language, literature, and civilization.

Doctor of Modern Languages. The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A Master's degree in French is a prerequisite for entrance to the program. Degree requirements include: a qualifying paper; eight additional upper-level graduate courses in French; three graduate courses in a second language (German, Italian, Russian, or Spanish); comprehensive examinations in French; residency abroad; proof of successful language teaching experience; a dissertation and its oral defense.

For further information on the D.M.L. program, please contact the office of the Director of the Language Schools at (802) 443-5510.

Credit

Credit is defined in terms of units. One unit equals three semester hours.

Undergraduate courses in the seven-week session (100-499) award three units (nine semester hours) of undergraduate credit.

A full six-week graduate program (levels 501-900) is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits it will grant for the summer's work at Middlebury.

All credits to be applied towards a Middlebury degree must be earned within a ten-year period. The Middlebury College Language Schools do not calculate grade point average or class rank.

Transfer Credit

After formal admission to a graduate degree program, candidates for the M.A. and D.M.L. degrees may request permission to transfer a maximum of three units or the equivalent from another institution. Students may propose for transfer only courses taken after successful completion of the initial summer and formal admission to degree candidacy.

To be eligible for transfer, courses must be taught in French at the graduate level in the areas of language analysis, culture and civilization, literature, or professional preparation. Language practice courses may not be transferred, and the courses should not duplicate courses already taken for degree credit. All information pertaining to a course proposed for transfer must be sent to the French School for approval prior to the student's registration in the course.

Auditing

Individuals who are not full-time students may occasionally audit upper-level courses with the permission of the director of the French School.

Auditing is not permitted in levels 100-400, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $1045 (tuition $640; room and board $405).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer sessions and the graduate programs abroad. Information about the financial aid application process for the summer of 1998 and the academic year 1998-99 will accompany admissions materials published by the Language Schools in November, 1997.

Fees, Enrollment, and Refunds

Fees for 1997-98 are listed on the inside front cover of this bulletin. Fees for 1998-99 will be published in November, 1997.

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment. After May 1st and until registration at the summer session, students who cancel will forfeit the enrollment fee, but receive a refund for any other payments made. Other refunds are subject to the schedule published in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six-week session is $960 for the summer of 1997. (Permission to register for a fourth unit of credit must be requested in writing before the beginning of the session.)

Application and Admission

Application materials for the 1998 summer session and the 1998-99 academic year abroad will be available in November, 1997 from:

The French School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753-6131
(802) 443-5510
languages@middlebury.edu

Administration, Faculty, and Staff

Director: DANIEL JOURLAIT. Professeur, UFR Institut d'Études Françaises pour Étudiants Étrangers, Université d'Aix-Marseille III. D.E.S., C.A.P.E.S. de Lettres Modernes; Agrégation de Lettres; Doctorat, Université de Paris IV-Sorbonne.

Associate Director: CATHERINE LEGOUIS. Associate Professor, Mount Holyoke College. Ph.D. Comparative Literature, Yale University.

Adviser: NANCY O'CONNOR. Professor of French, Middlebury College. Ph.D., Cornell University.

Faculty

MARTINE ABDALLAH-PRETCEILLE. Professeur des Universités (Valencienne, Paris III, Université Libre de Bruxelles), Directrice de la Fondation Victor Lyon à la Cité Universitaire Internationale de Paris, Vice-Présidente du Comité Education Formation de la Commission Française pour l'UNESCO. Doctorat de 3ème cycle des Sciences de l'Education.

JEAN-MICHEL ADAM. Professeur, Université de Lausanne. Doctorat de 3ème cycle, Doctorat ès-Lettres.

DOMINIQUE AGOSTINI. Maître de conférences, Université de Paris-Créteil (I.U.T.). Ancien élève de l'École Normale Supérieure (Saint-Cloud). Agrégation de Sciences Sociales; Doctorat de 3ème cycle.

CLAUDE BEAUCLAIR. Comédien. Metteur en scène. Directeur, Compagnie Inter-Europe-Spectacle (Paris).

JEAN-LUC BOISSEL. Professeur agrégé de Lettres, chargé de cours en cinéma et audiovisuel, Université de Rouen, Responsable des enseignements secondaires et supérieurs de cinéma et d'audiovisuel au Lycée Pierre Corneille de Rouen.

JEAN-JACQUES BOUSQUET. Maître de Conférences, Université d'Aix-Marseille III. Directeur, Institut d'Études Françaises pour Étudiants Étrangers. Doctorat en Droit.

NANCY BOUZRARA. Assistant Professor, University of Maine. Ph.D., University of Michigan.

MIREILLE BRÉMOND. Assistante, UFR Institut d'Études Françaises pour Étudiants Étrangers, Université d'Aix-Marseille III. D.E.S. et C.A.P.E.S. de Lettres Classiques.

JEAN-REMY BURE. Professeur de communication et de français des affaires à l'École de Commerce de la Chambre de Commerce et d'Industrie de Paris. Diplôme de l'École Nationale des Langues Orientales Vivantes de Paris; Maîtrise de Lettres Modernes de Paris III.

MARIE-MADELEINE CHARLIER. Lecturer, Middlebury College School in France, and Columbia University in Paris. D.E.A., Université de Paris I; M.A., McGill University.

JACQUES COTNAM. Professor, York University (Toronto). Ph.D., Université Laval.

MARC DAMBRE. Professeur de Littérature Française à la Sorbonne-Nouvelle (Paris III). Agrégé de Lettres Classiques, Docteur d'État.

PHILIPPE FRANCE. Professeur, Université de Paris I. Ancien élève de l'École Normale Supérieure (Saint-Cloud). Agrégé d'anglais.

GILBERTE FURSTENBERG. Lectrice, Development and Mentorship Committee, Massachusetts Institute of Technology, Foreign Languages and Literatures. Agrégée d'anglais, Faculté des Lettres et Sciences Humaines, Lille.

ALINE GERMAIN-RUTHERFORD. Associate Professor, Trent University. Doctorat en Didactique du F.L.E., La Sorbonne-Nouvelle (Paris III).

PIERRE HAILLET. Assistant Professor, St. Michael's College, University of Toronto. Maîtrise de Linguistique Française, La Sorbonne-Nouvelle (Paris III); Ph.D. French Linguistics, University of Toronto.

JOSETTE HONTANX. Assistante d'anglais à l'Université d'Aix-Marseille I. Maitrise d'anglais.

AGNÈS HY-TARASHEVA. Lectrice, Department of French, University of Chicago. Maîtrise de Français Langue Etrangère, Paris X-Nanterre.

DANIÈLE ISSA-SAYEGH. Lectrice, St. Michael's College, University of Toronto. D.E.A. d'Anglais, Université de Nice; Diplôme de traductrice, University of Toronto.

BARBARA M. KOONTZ. Assistant Professor, Lab School, University of Chicago. M.A. et D.E.A. d'anglais, Université de Paris IV-Sorbonne.

ROGER LAUVERJAT. Maître de conférences de littératures comparées, Université de Perpignan et Institut pour Étudiants Étrangers, Université de Montpellier. Agrégation de Lettres Modernes.

FREDERIC LIMARE. Maître-Assistant, Université des Antilles et de la Guyanne, Campus de Schoelcher, Martinique. Ancien élève de l'École Normale Supérieure, Agrégé d'anglais.

ROBERT LORHO. Ancien Professeur de Chaire Supérieure au Lycée Chaptal, Paris. Agrégé de Lettres Modernes; Auteur, sous le pseudonyme de Lionel Ray, d'une dizaine de livres de poèmes (Éditions Gallimard).

HENRY-CLAUDE MERA. Teaching Assistant, Department of Foreign Languages, University of Arkansas. Maîtrise, Université de Provence, Aix-Marseille I; M.A., University of Houston.

FRANÇOISE MOJERET. Comédienne, Compagnie Inter-Europe-Spectacle (Paris).

PIERRE-FRANÇOIS MOURIER. Ancien élève de l'École Normale Supérieure, Agrégé de Lettres Classiques. Directeur des Publications de l'École Nationale Supérieure du Paysage de Versailles.

MARIE-PIERRE MOURIER-CHABANNE. Ancienne élève de l'École Normale Supérieure, Agrégée de Lettres Modernes. Attachée Temporaire d'Enseignement et de Recherche à l'Université Stendhal-Grenoble III.

RAPHAËLLE NICOLAS. Étudiante à l'IUFM d'Amiens, ancienne Visiting Instructor, Middlebury College. Maîtrise de Français Langue Etrangère, Université de Paris X-Nanterre.

LAURENT PATENOTTE. Instructor, Phillips Exeter Academy. M.A., University of Michigan.

DANY PERRAMOND. Associate Professor, James Madison University. D.E.A. de Didactique des Langues, Université de Paris III; Ph.D., Ohio State University.

MARY PERRAMOND. Assistant Professor, James Madison University. D.M.L., Middlebury College.

JEAN-CLAUDE REDONNET. Professeur, Université des Antilles et de la Guyanne, Campus de Schoelcher, Martinique; Ancien recteur de l'Université Léopold Senghor d'Alexandrie (Egypte). Agrégé et Doctorat ès-Lettres.

RENÉ RÉMOND. Professeur, Institut d'Études Politiques de Paris; Président de la Fondation des Études Politiques; ancien Président de l'Université de Paris X-Nanterre. Doctorat ès-Lettres; LLD Honoris Causa Middlebury College.

GILBERTE ROLLAND. Professeur, UFR Institut d'Études Françaises pour Étudiants Étrangers, Université d'Aix-Marseille III. D.E.S. et C.A.P.E.S. de Lettres Classiques.

CHARLES SALA. Maître de conférences, Université de Paris X-Nanterre. Doctorat de 3e cycle.

GUY SPIELMAN. Assistant Professor, Department of French, Georgetown University. Maîtrise, Université d'Aix-Marseille I; M.A. et Ph.D., Vanderbilt University.

CHRISTINE VALERO. Lectrice, Middlebury College School in France and Columbia University in Paris. C.A.P.E.S. de Lettres Modernes.

JEAN VERRIER. Maître de Conférences, Université de Paris VIII-Vincennes à St-Denis. Ancien élève de l'École Normale Supérieure (Saint-

Cloud). Agrégation de Lettres Modernes; Doctorat ès-Lettres.

BONNIE WOOLEY. Directrice du Chœur et responsable des activités musicales. M.A., Middlebury College; D.E.A. d'anglais de spécialité, Université de Bordeaux.

SADIA ZOUBIR-SHAW. Associate Professor and Language Program Director, French Department, University of Kentucky. Doctorat en Sciences du Langage, Université d'Aix-en-Provence-Marseille I.

Administrative Staff

BEVERLY KEIM. Coodinatrice de l'École Française.

MARC PERRAMOND. Assistant du Directeur.

SIMON-J. PROULX. Secrétaire bilingue, responsable de la *Gazette*.

Intensive Language Courses

Students registered in the intensive language courses (seven-week session) are enrolled in courses 101 to 499 according to their level of proficiency as determined by placement tests administered at the beginning of the session. Daily activities normally include four hours of classroom instruction plus additional work in the language laboratory. The normal course of study carries three units (the equivalent of nine semester-hour credits). Courses numbered 101 to 499 begin on Monday, June 30 at 8:00 a.m.

Schedules, texts, and staffing are subject to change.

101-102-103 Beginning French
Coordinator: Guy Spielman; Henry Mera

Méthode de Français is designed as a complete approach to the French language, encompassing not only listening and speaking abilities, but also reading and writing skills. The author's concern with authenticity accounts for the use of idiomatic expressions (ranging from the colloquial to the literary) and constant references to French civilization through the story of two characters. The "method" is audio-visual, relying on the use of videos and tapes, with daily work at the lab. Though it emphasizes oral and global comprehension, each lesson offers a set of grammar drills and exercises and is carefully structured to allow for full systematic practice of the four skills, so that students are able to handle any kind of situation by the end of the seven weeks. (3 units)

201-202-203 Early Intermediate French
Coordinator: Catherine Legouis; Barbara M. Koontz

Continuation of 101-102-103. Active and systematic review of grammatical structures and problems. Accelerated method using video. Greater emphasis will be placed on reading and writing. At the end of this course students should be able to read a contemporary text of moderate difficulty, and to express their opinions about it in phonetically accurate French and short critical papers. Depending on student preparation and performance, this

course corresponds to the second and third semester of French. (3 units)

211-212-213 Intermediate French

Coordinator: Laurent Patenotte;
Marie-Madeleine Charlier, Raphaëlle Nicolas

These courses allow students at the intermediate level to reach the 400 level in 7 weeks. The four skills are methodically taught through:

a) readings (of *Astérix, Jean de Florette* and short stories by Maupassant), facilitating the acquisition of structures and vocabulary;

b) a grammatical progression that covers every critical aspect of French grammar (including all tenses);

c) a writing course in which students learn how to write a fictitious story based on linguistic and syntactical elements seen in the other three courses;

d) an oral course in which students work on their aural comprehension and oral production in a controlled environment which offers different authentic French varieties.

Throughout their learning experience, students are lead to discover aspects of francophone cultures through an in-depth study of literary texts, articles from the press, videodisks and video clips. (3 units)

300 and 400 Level - Advanced French

At the advanced level, students are assigned to sections and levels according to their performance on the placement tests given at the beginning of the session. The program is organized by specific skills: oral comprehension, oral production, composition, and structures of French grammar. Each skill involves one hour of class a day, plus outside work in the language laboratory or small drill and correction sections.

The 300 level courses are for students who are ready to enter the fifth or sixth semester, or third year of college French, depending on the individual. The 400 level courses correspond to the fourth year, in both language skills and content.

301/401 Oral Comprehension

Christine Valéro, Frédéric Limare

These courses are designed to introduce students to authentic, unrehearsed material recorded in France. Emphasis will be placed on developing competence in listening skills in direct relation to everyday situations in a francophone culture. Both standard and regional accents will therefore be reviewed with the aim of understanding the people of contemporary France. Regular work assignments together with supplementary materials used both in class and in the language lab will help familiarize the student with a wide range of real-life conversations, and will include the study of idiomatic spoken French. Students will be placed in 301 or 401 depending on placement test results. (.5 units)

302/402 Oral Production

Agnès Hy-Tarasheva, Josette Hontanx

The aim of these courses is to develop and improve students' ability to express themselves in correct standard French in given situations, without neglecting idiomatic aspects of the language or *le français comme on le parle*. Though the composition of classes may be different from that in 301/401, the course will be based on the same premises and materials. Students will be placed in 302 or 402 depending on placement test results. (.5 units)

303 French Grammar

Mary Perramond

A thorough review of grammar, this course is intended for students having a basic familiarity with the forms and structures of the French language, but who have not yet attained active mastery of their application, especially in writing. The order and progression of grammar points is closely coordinated with materials, topics, and activities treated in other 300- and 400-level courses in an effort to reinforce and enhance the total learning experience. (1 unit)

Text: M. Mahler, *Grammaire expliquée du français contemporain*, Canadian Scholars' Press, Toronto.

311 Composition

Danielle Issa-Sayegh

This course provides step-by-step guidance in creating an essay, from the blank page (or computer screen) to the final draft. It includes:

- techniques and tasks for getting started;
- short writing tasks to practice writing strategies presented in the textbook;
- models for writing taken from literary sources in *La Nouvelle Francophone* and from non-literary sources;
- help with the organization of ideas, word choice and sentence structure;
- an emphasis on rewriting and revising, with detailed guidelines.

(1 unit)

411 Grammar and Composition

Pierre Haillet

This course aims at strengthening and developing the student's competence in written expression. A systematic review of complex linguistic structures of modern French, including the logical articulation of a text, will be offered. The students will be provided with techniques of error analysis. Emphasis will be placed on proper use of bilingual and unilingual dictionaries. Regular work assignments will consist of writing short pieces of narrative and expository prose, as well as practice in self-editing and rewording ideas. (1 unit)

Texts: *Le Micro Robert* or *Le Petit Robert 1* dictionary; *Collins & Robert French-English & English-French* dictionary; Ch. Abbadie, B. Chovelon, M.-H. Morsel, *L'expression française*; Recommended grammar reference: M. Mahler, *Grammaire expliquée du français contemporain.*

Students who perform particularly well on the placement test will be allowed to enroll in **one** of the following courses:

423 Introduction to Structural Linguistics

Pierre Haillet

The aim of this course is to familiarize the student with the main concepts of structural linguistics and their application to grammatical and textual analysis.

Some applications of linguistic analysis to studying/teaching French as a foreign language will be discussed. The structure of modern French will be studied at various levels of analysis, and the most important theories in the areas of general linguistics, phonology, morphology, syntax, and semantics will be reviewed. Practice of exercises will help the student in acquiring the mastery of the techniques of linguistic analysis. (1 unit)

Text: Renée Baligand, Part Bhatt, Pierre Léon, *Structure du français moderne*, Canadian Scholars Press Inc.

431 Général De Gaulle and the Vth Republic

Jean-Jacques Bousquet

In a short introduction "the man of June 18th" will be presented together with the part he played during the Resistance and his departure from the government on January 20th, 1946.

The first part of the course will concern "de Gaulle and interior politics." The conditions for his return to power, the elaboration of the 1958 constitution, the constitutional crisis of 1962, the presidential elections of 1965, the events of May 1968 and the withdrawal of 1969 after the failure of the referendum.

The second part will deal with his conception of foreign policy based on "understanding, détente and cooperation." His policy towards the Great Powers and the Third World countries will also be analyzed.

The conclusion will deal with de Gaulle and culture, or the meeting of two men who are basically totally opposite: de Gaulle and Malraux. Their speeches on history, their mutual influence, their discussions of the future of France. The consequences at that period of this improbable meeting. (1 unit)

Graduate Program of Studies

To be eligible for acceptance to the six-week session, applicants are normally expected to have a B.A. degree with a major in French or equivalent course work in French, and a grade average of B or better. In addition to students preparing for Middlebury's M.A. or D.M.L. degree, the French School welcomes each summer 'non-degree'

students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in French).

New students enrolled in the graduate session must take a written language test before they register. According to their performance, they may be placed in one of the following: 511 (*Grammaire et composition*) or 611 (*Composition avancée*). After the written language test, new students will have an interview with a phonetics instructor. According to results of the interview, the student will be placed in 505 (*Production orale*) or exempted from a phonetics course. In the latter case, he/she will take the proficiency test required for the M.A. degree during the 3rd, 4th, or 5th week of the session. New students may register only when they have received the results of the written language test and the phonetics interview.

A normal load is three courses (nine semester hours) selected in consultation with the director or associate director. Permission to take an extra course is granted only exceptionally by the director or associate director of the French School, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level for undergraduate credit before beginning a full load of graduate work.

Two types of courses are offered in the graduate program: (1) foundation courses which are designed to provide students with the linguistic, cultural, and literary skills needed for further study; (2) specialized courses which allow the student to build on this foundation and acquire broader and more sophisticated knowledge. Courses of the first type are a permanent part of the program and are offered each summer. The more specialized courses change each year depending on the faculty and their specialties, allowing for a variety of subjects and approaches.

Courses at the 500, 600, and 700 levels are essentially for students preparing for the Master of Arts degree. They are also open to highly qualified undergraduates who have scored well on the placement test and are judged capable of doing work at the graduate level. The numbering of graduate courses is arranged to indicate level of difficulty. Beginning graduate students normally take 500-level courses, while 700-level seminars are

usually for M.A. candidates nearing completion of the program. The 800-level courses are mainly for doctoral candidates or highly qualified master's candidates; 900-level courses are for D.M.L. candidates only. Each course carries one unit of graduate credit unless otherwise indicated. The normal course of study during a summer session is three units. Graduate courses begin on Thursday, June 27th.

M.A. Degree Requirements

Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session at the Middlebury French School. To receive the M.A. degree the student must complete a total of twelve units. These may be obtained in a series of summer sessions on the Vermont campus, or by taking three units during a summer session and completing the requirements during a full academic year in Paris.

A maximum of three units may be transferred from other graduate programs following approval by the director of the Language Schools. Two units earned at Middlebury's two-week seminars may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B. Courses taken at other institutions and proposed for transfer toward the Middlebury M.A. degree must have been taken after admission to candidacy, at the end of the first summer session.

Distribution requirements for those students choosing to earn their degrees on the Middlebury campus:

a) one unit in advanced composition (611 or the equivalent);

b) certificate of competency or proficiency in phonetics;

c) two units in civilization;

d) three units in literature.

Distribution requirements for those students choosing to earn their degree in Paris after a summer on the Middlebury campus:

a) one unit in advanced composition (611 or the equivalent);

b) certificate of competency or proficiency in phonetics;

c) two units in civilization;

d) two units in literature (including 591 or the equivalent);

e) mémoire (worth two units).

I. Cours de Langue

A. Production orale

505 Production orale

Coordinateur: Aline Germain-Rutherford; Sadia Zoubir-Shaw

Ce cours d'expression orale met l'accent sur l'aspect phonétique, morpho-syntaxique et lexical du français oral. Après une introduction théorique sur les traits fondamentaux du phonétisme français, chaque phonème sera étudié systématiquement dans des suites d'exercices de discrimination, de répétition et de transformation, pour être ensuite reproduit de façon plus spontanée à l'intérieur d'Actes de Parole précis. L'étudiant aura de plus la possibilité de suivre ses progrès en prononciation grâce aux trois diagnostiques phonétiques effectués en début, milieu et fin de session.

Parallèlement, la pratique des Actes de Parole sera organisée autour d'exercices de jeux de rôle et de simulations en classe, pour être ensuite "testés" dans la réalité (sur la terrasse de Proctor par exemple!!!) par l'entremise de "Mises en Pratique". Ajoutons qu'en plus de l'heure de cours quotidienne, l'étudiant devra **obligatoirement** travailler 1h par jour au laboratoire de langue. (1 unit)

B. Grammaire et composition

511 Grammaire et composition

Coordinateur: Gilberte Rolland; Mireille Brémond

Par placement. Sections limitées à quinze étudiants. Ce cours offre une revue systématique des points de grammaire fondamentaux, en particulier du système verbal et de l'application pratique des règles au niveau de la phrase et de son intégration dans le paragraphe. (1 unit)

611 Composition avancée

Coordinateur: Dany Perramond; Philippe France

Ce cours est obligatoire pour la maîtrise. Il vise à renforcer la compétence grammaticale et textuelle des étudiant(e)s grâce à l'étude de différentes sortes de textes à dominante descriptive, narrative, dialogale, argumentative, explicative qu'on leur demandera ensuite d'imiter et/ou de parodier. On utilisera les recherches les plus récentes en grammaire de texte pour enseigner aux étudiant(e)s l'emploi judicieux de liaisons interphrastiques et les aider ainsi à rédiger des compositions d'une grande cohésion. (1 unit)

618 Traduction

Philippe France

Prerequisite: 611

Ce cours s'efforcera, par la traduction de textes contemporains, d'aider les étudiants : 1) à approfondir leur connaissance de la langue française par un travail rigoureux d'enrichissement du vocabulaire, des expressions idiomatiques et de la syntaxe; 2) à commencer à prendre conscience des caractéristiques spécifiques de chacune des deux langues. Les étudiants devront avoir à leur disposition un bon dictionnaire bilingue (*Collins & Robert*, par exemple) et un bon dictionnaire unilingue (*Le Petit Robert*). (1 unit)

619 Français des affaires

Jean-Rémy Bure

Ce cours a pour objectifs l'initiation aux fonctions administratives et commerciales de l'entreprise, et la sensibilisation à la mentalité française à travers la vie professionnelle.

Les étudiants pourront se familiariser avec la communication d'entreprise : présentation, entretien d'embauche, Curriculum Vitae et lettre de candidature, correspondance commerciale.

Ils prendront aussi connaissance des étapes de la commercialisation d'un produit : lancement, publicité, offre et commande, moyens de paiement, distribution.

L'étude d'une entreprise française sera menée. On pourra aussi se familiariser avec les spécificités d'un négociateur français.

Les méthodes d'enseignement, orales et écrites, seront fondées sur la participation active des étudiants (jeux de rôles et exercices audio-visuels),

la mise en situation concrète et l'utilisation de documents authentiques. (1 unit)

C. Atelier de théâtre

508 Atelier de théâtre

Françoise Mojeret

Cet atelier est destiné aux étudiants désirant améliorer leur capacité orale tout en étendant leur connaissance du théâtre français. Il est particulièrement utile pour les étudiants se destinant à l'enseignement puisqu'il permet de gagner de l'assurance en apprenant à allier parole et comportement.

Le cours appliquera les techniques théâtrales de la méthode de Georges LeRoy, professeur au Conservatoire national d'art dramatique de Paris, c'est-à-dire, articulation, respiration, pose de la voix, scènes du théâtre classique et contemporain jouées à deux ou à plusieurs, improvisations.

Deux vidéos seront réalisées au cours de la session permettant un travail autocritique.

Les étudiants de l'atelier participeront à un ou plusieurs spectacles dirigés par Claude Beauclair dont *Treize à table* de Marc-Gilbert Sauvajon et *Les Précieuses ridicules* de Molière. (1 unit)

II. Linguistique et Sémiotique

621 De la langue au discours : les personnes et les temps verbaux

Jean-Michel Adam

Ce cours d'introduction à la linguistique française portera, d'une part, sur les traces de la présence du sujet parlant dans le discours; il portera, d'autre part, sur les temps verbaux de français et particulièrement sur les temps du passé (au fonctionnement si différent de ceux de l'anglais).

Cet enseignement poursuivra plusieurs objectifs. Il s'agira d'abord de préciser certaines notions grammaticales de base et d'apporter des connaissances linguistiques nécessaires pour une bonne maîtrise du français écrit et parlé. Il s'agira ensuite de donner aux étudiants des outils précis, indispensables pour la compéhension et pour l'analyse des textes (il sera question autant de poésie que de narration romanesque et de théâtre, de textes publicitaires que journalistiques). Enfin et

surtout, avec la loupe de la discipline linguistique, cette brève exploration des incroyables ressources de la langue et de l'inventivité stylistique des sujets aura pour ambition de développer chez les étudiants cet amour de la langue que partagent les écrivains et les linguistes. (1 unit)

Texte : Michèle Perret, *L'énonciation en grammaire de texte*, Nathan-Université, collection "128", Paris, 1994, 126 pages.

723 Raconter des histoires : de l'acte de narration aux formes multiples des récits

Jean-Michel Adam

Ce qu'on appelle aujourd'hui la "narratologie" a ses sources dans la *Poétique* d'Aristote. Sur les traces du précepteur d'Alexandre le Grand et de ses successeurs, il s'agira d'apprendre à lire toutes les formes narratives : littéraires et ordinaires, fictionnelles et factuelles, écrites et en images, religieuses et politiques. Aussi innombrables que divers, les récits semblent pourtant posséder quelques traits en commun, à commencer par un même et obsédant questionnement du temps et de l'action humaine. Des formes simples de narration aux plus complexes, des plus classiques aux plus modernes, ce cours proposera un examen aussi systématique que possible des fables qui hantent nos nuits et nos jours et, à travers les petits et les grands écrans, les journaux et les livres d'histoire, nous accompagnent dès l'enfance. (1 unit)

Textes : Jean-Michel Adam & Françoise Revaz, *L'anayse des récits*, Seuil, collection "Mémo" n° 22, Paris, 1996, 96 pages; Jean-Michel Adam, *Le Récit*, Presses Universitaires de France, collection "Que sais-je?" n° 2149, Paris, 1984, 127 pages.

III. Civilisation

530 La France contemporaine

Dominique Agostini

Ce cours décrira les aspects géographiques, historiques, économiques et institutionnels de la France actuelle. Il s'agira de comprendre à la fois les permanences de la société française et les facteurs qui à l'aube de l'ouverture du grand marché européen de 1992 transforment l'économie et la culture française. On cherchera donc à présenter ici un vaste tableau synoptique de la réalité française. (1 unit)

Texte: Edward et Huguette Knox, *Plus ça change* (Hatier, 1992)

533 La peinture française de l'Impressionnisme au Cubisme

Charles Sala

La première partie du travail sera consacrée à l'œuvre de E. Manet qui a tant compté dans la genèse de la modernité impressionniste. On étudiera aussi les photos du milieu du siècle et leur rapport avec certaines formes de réalisme pictural. Le travail portera ensuite sur l'art d'Eugène Boudin et sur les premières manifestations de la technique et de l'approche impressionniste. On analysera en détail de nombreux tableaux de Monet et de Renoir en les opposant aux toiles conservatrices de l'époque. (Ingres, mais aussi Bouguerreau etc.).

La partie suivante du cours sera focalisée sur le Post-Impressionnisme et plus particulièrement sur la peinture de Gauguin, de Seurat et de Caillebotte. Vers la fin de la session on abordera le problème posé par Cézanne : celui de la progressive déconstruction du réel et de sa restructuration. Enfin, à travers les "Demoiselles d'Avignon" de 1907, on abordera la naissance du Cubisme dans l'œuvre de Picasso et de Braque, ainsi que l'influence de l'art noir.

La dernière partie du travail sera réservée aux différentes techniques d'expressions cubistes : collages, papiers collés, sable, lettres au pochoir, assemblages et sculptures et aux rapports existant entre le Cubisme et le Futurisme italien. (1 unit)

647 Les caractéristiques sociales, économiques et culturelles des régions de France

Jean-Rémy Bure

La France est une tapisserie de saveurs particulières. Malgré sa tradition politique centralisatrice, la France se laisse découvrir et aimer dans la diversité de ses régions. Ce pays ne se réduit pas à Paris et à l'Ile-de-France, il respire aussi le bon air de ses autres provinces qui ont leurs propres richesses.

Ce cours se propose donc de décrire les caractéristiques du tissu régional français. Il comportera principalement une étude des principales régions et aboutira à l'élaboration d'un tableau de leurs contributions respectives à la réalité sociale, économique et culturelle du pays.

Une documentation écrite et audiovisuelle permettra aux étudiants de prendre en charge personnellement plusieurs régions pour en approfondir la connaissance.

Les secteurs du tourisme et des investissements étrangers dans les régions feront l'objet d'une attention particulière. (1 unit)

733 Ethno-histoire de la vie quotidienne

Dominique Agostini

Depuis une dizaine d'années les études sur la vie quotidienne se multiplient. Les sujets abordés portent sur l'hygiène, la mode, la politesse, le temps, la nourriture, la boisson, le confort, etc.

Les études montrent que la vie quotidienne est le fruit d'un long apprentissage qui a commencé dans nos sociétés au XIVème siècle. Cet apprentissage appelé "principe de civilisation" a fait de la vie quotidienne un ensemble ordonné. Analyser la vie quotidienne dans un aspect ethno-historique revient à tracer les grandes étapes historiques de ce processus. Cela revient aussi à comprendre le changement social dans nos sociétés et dans d'autres, car toutes les sociétés ont organisé la vie quotidienne en système ordonné.

On s'attachera dans ce cours à prendre des exemples dans les sociétés occidentales mais aussi dans les société africaines, extrême-orientales et latino-américaines. Ainsi à travers l'histoire de la propreté, de l'habillement, du confort, des régimes alimentaires, de la fête, du bonheur, du temps, on verra les différentes manières que les hommes ont pour organiser leur quotidien. (1 unit)

736 La Francophonie

Jean-Claude Redonnet

Ce cours de civilisation a pour but de présenter un thème majeur, dont la compréhension et la pratique sont devenues nécessaires pour le professeur ou le futur professeur de français, sous ses principaux aspects historiques, culturels, sociaux et linguistiques. Qu'est-ce que la Francophonie? Comment est-elle vécue par les individualités et les groupes qui ont le français en partage? Comment cette communauté organique de langue s'est-elle rassemblée? Quels sont les programmes et les résultats dont elle peut faire état?

Programme des séminaires :
1ère partie : La géoculture d'une langue
1) l'espace francophone (repères historiques et géographiques);
2) les francophones (repères et références sociolinguistiques);
3) les identités francophones;
4) au cœur de la francophonie : langue et loi.
2ème partie : Réalités et résultats de la Francophonie
1) la Francophonie multilatérale (histoire et développement);
2) solidarité et développement (objectifs et programmes);
3) stratégies francophones, l'enseignement et la diffusion du français dans le monde, l'enseignement du français langue étrangère, langue seconde, langue maternelle (les apports de la Francophonie);
4) vers une nouvelle universalité.

Les séminaires comprendront la constitution d'un "portefeuille" francophone à partir des sources actuellement disponibles dont les sources électroniques génériques (accès aux principales pages d'accueil sur Internet) et de référence (CD-ROM). (1 unit)

Texte : *L'Année Francophone Internationale, édition 1997*, AFI, AGPL, La Documentation française, 1997.

737 Cinéma : noir/blanc/couleur(s)

Jean-Luc Boissel

Nous nous intéresserons tout particulièrement dans ce cours aux liens étroits et étranges tissés entre le NOIR et BLANC et la COULEUR dans le processus du film depuis l'origine du cinéma jusqu'à nos jours.

On se penchera sur les aventures et les mésaventures de la couleur dans les films des premiers temps, comme sur le retour du noir et blanc dans les films récents. Il apparaîtra que le cinéma a toujours connu la couleur et que le cinéma en couleurs est, quant à lui, hanté par le noir et blanc.

Nous analyserons des films de Méliès, Renoir, Truffaut, Tati, Duras, Demy, Carax, Godard.... Ces cinéastes, en affrontant sur des modes différents le problème des rapports entre le noir, le blanc et la

couleur, ont ainsi questionné de manière fondamentale le cinéma. (1 unit)

Texte : F. Vanoye/A. Goliot-Lete, *Précis d'analyse filmique*, Nathan Coll.128

IV. Littérature

591 Analyse textuelle

Coordinateur : Roger Lauverjat. Jean-Luc Boissel, Marc Dambre, Robert Lorho, Pierre-François Mourier, Jean Verrier

Obligatoire pour les étudiants allant à Paris.

Ce cours vise à donner aux étudiants une technique et une méthode leur permettant de résoudre les problèmes divers (historiques, philosophiques, esthétiques, formels) qu'ils auront à se poser lorsqu'ils analyseront un texte littéraire.

Les deux premières semaines seront consacrées à l'approche des textes poétiques.

À partir de poèmes réunis dans une anthologie (allant du XVIe siècle à nos jours) distribuée par le professeur, les étudiants pourront acquérir — ou revoir — les notions fondamentales de versification, de prosodie et de rhétorique (notamment l'étude des images). Ce cours devrait également familiariser les étudiants avec les formes de la poésie moderne (vers libre et verset).

Le genre romanesque sera examiné au cours de la seconde quinzaine. La réflexion sera conduite à partir de l'étude du *Lys dans la vallée* de Balzac (Le livre de poche, n° 1461). L'accent sera surtout mis sur les techniques narratives : la notion de point de vue, le statut des personnages, l'étude de l'ordre narratif, l'approche du temps et de l'espace.

Enfin, au cours des deux dernières semaines, les étudiants seront invités à étudier deux comédies de Molière :

-*Les Fourberies de Scapin*,
-*Les Précieuses ridicules*.

L'accent sera mis sur l'étude des procédés du système dramatique : déroulement de l'action, système des personnages, didascalies, approche de l'espace et du temps, langage dramatique. La réflexion portera également sur les conditions matérielles des repésentations : la scène, l'acteur, le public. (Les étudiants seront d'autant plus sensibilisés à ces questions que Monsieur Claude Beauclair assurera la mise en scène des *Précieuses ridicules* au cours de l'été 1997.)

Des exercices variés comme l'explication linéaire, le commentaire composé et la dissertation littéraire seront proposés aux étudiants. (1 unit)

669 Introduction au roman antillais contemporain

Roger Lauverjat

Depuis une dizaine d'années le roman antillais connaît un vif succès tant en France qu'à l'étranger. Née à un carrefour de cultures et de traditions amérindiennes, européennes, africaines et indiennes, la littérature antillaise s'impose aujourd'hui par l'originalité de ses thèmes et de son écriture.

Le cours s'ouvrira par l'analyse d'un classique du roman réaliste martiniquais *La Rue Cases-Nègres* de Joseph Zobel (1950) porté à l'écran par Euzhan Palcy en 1983.

Nous examinerons ensuite le foisonnant roman *Texaco* (1992) de Patrick Chamoiseau, lui aussi martiniquais et l'un des représentants les plus talentueux de "l'école de la créolité". Couronné par le prix Goncourt, le roman parvient à recréer la langue française en l'enrichissant de toute la pulsion créatrice de la tradition orale créole.

Enfin, avec *Traversée de la mangrove* (1989) de la romancière Maryse Condé, nous quitterons la Martinique pour la Guadeloupe. Cette oeuvre dont la thématique et la structure rappellent celles de *As I Lay Dying* de Faulkner nous invitera à une prise de conscience des tensions et des contradictions qui animent la société guadeloupéenne d'aujourd'hui. (1 unit)

Textes : Joseph Zobel, *La Rue Cases-Nègres*, Présence africaine; Patrick Chamoiseau, *Texaco*, Folio; Maryse Condé, *Traversée de la Mangrove*, Folio; Il est vivement conseillé de lire *Éloge de la créolité* de Jean Bernabé, Patrick Chamoiseau et Raphaël Confiant, Gallimard; ainsi que l'ouvrage collectif *Écrire la parole de nuit - la nouvelle littérature antillaise*, Folio.

677 Le conte populaire français

Jean Verrier

Les contes sont de petites histoires qui se faufilent, comme le furet des bois, de l'oral à l'écrit, et retour, de la campagne à la ville, et retour, des "illettrés"

aux "savants", et retour. Pour tenter de les suivre dans tous leurs déplacements, il faut multiplier les chemins sémiologistiques (Propp, Greimas...), ethnosociologiques (Bricout, Fabre...), psychanalytiques (Bettelheim, Schneider...). Au cours du voyage, on rencontrera des couples familiers aux enseignants : oral/écrit, version originales/traduction, langue/littérature, littérature/civilisation, réel/imaginaire (et symbolique), enfant/adulte, populaire/savant, autochtone/étranger, etc. ... Et l'on fera bien attention de ne pas prendre pour semblable ce qui est différent, et pour différent ce qui est semblable, comme disait Vladimir (Propp).

On dira, on écoutera, on lira, on écrira des contes de France et d'ailleurs. "L'ailleurs" pourra être les États-Unis (c'est-à-dire "l'ici"!) pour faire des comparaison et relever des similitudes, mais ce sera aussi des pays de la "francophonie". L'entrée se fera par les contes de Charles Perrault (1628-1703) ...et par ceux que chacun a gardés dans sa mémoire. Pour la sortie, on verra bien si on en trouve une, dans cette forêt de contes. Qui ne risque rien, n'a rien. (1 unit)

Textes : Michèle Simosens, *Le conte populaire français*, Collection Que sais-je n° 1900, PUF; Charles Perrault, *Contes*, Livres de poche n° 4261; Mouloud Mammeri, *Contes berbères de Kabylie*, Pocket-Junior n° J194.

760 La nouvelle au Québec, de 1936 à nos jours

Jacques Cotnam

Au cours des dernières décennies, la nouvelle a connu un essor remarquable, tant au Québec qu'au sein des autres communautés francophones du Canada. Michel Lord estime à plus de 500 le nombre de recueils de contes et de nouvelles qui ont été publiés au Canada français depuis une cinquantaine d'années, dont la moitié depuis le début des années 80. Fondée en 1985, la revue québécoise *XYZ* est entièrement consacrée à la nouvelle et les éditions du même nom, ainsi que celles de L'Instant même notamment, font régulièrement connaître de nouveaux auteurs.

Dans un premier temps, nous étudierons le caractère problématique du statut générique de la nouvelle qui, en tant que forme brève, s'apparente à plusieurs types de récits, du conte et de la légende

au récit réaliste et fantastique. Après avoir brossé un rapide tableau de l'historie de la nouvelle - et du conte - au Canada français, en mettant en lumière les conditions souvent particulières de leur diffusion, nous analyserons un certain nombre de textes tirés des recueils suivants :

Adrien Thério, *Conteurs canadiens-français (1936-1967)*, Montréal, Éditions Typo, XYZ, 1996;

Gaétan Brulotte, *Le Surveillant*, Montréal, Les Quinze, 1982;

André Carpentier, *Rue Saint-Denis*, Montréal, Bibliothèque québécoise, 1978;

Pierre Karch, *Jeux de patience*, Montréal, XYZ, 1991;

André Major, *La Chair de poule*, Montréal, L'Hexagone, 1989 (réédititon).

Lecture recommandée : Agnès Whitfield et Jacques Cotnam [s. la dir. de], *La Nouvelle : écriture(s) et lecture(s)*, Montréal et Toronto, XYZ et GREF, 1993. (1 unit)

774 Violence et Histoire des années 1930 aux années 1950

Marc Dambre

De la décennie précédant la Seconde Guerre Mondiale à la décennie qui l'a suivie, l'expérience des guerres ou de la misère sociale, la fascination exercée par les idéologies et la révolution, la conscience aiguë des périls, tout a contribué à manifester les liens entre violence et Histoire. De nombreux écrivains ont été l'écho de ce demi-siècle et de ses problématiques morales. On étudiera l'élaboration littéraire de telles données à partir de réponses contrastées et de genres différents : recueil de nouvelles de Drieu la Rochelle (1934), roman journal de Genet (1949), pièce de théâtre de Sartre (1949), roman de Nimier (1950). (1 unit)

Textes : Pierre Drieu la Rochelle, *La Comédie de Charleroi*, Gallimard, Collection L'Imaginaire; Jean Genet, *Journal du voleur*, Folio; Roger Nimier, *Le Hussard bleu*, Folio; Jean-Paul Sartre, *Les Mains sales*, Folio.

777 Poésie au XXe siècle : Apollinaire, Supervielle, Aragon

Robert Lorho

De l'avant-surréalisme (*Alcools* est de 1913) à l'après (*Le Roman inachevé* est de 1956) en passant par une

aventure en margê (*Le Forçat innocent* est de 1930, *Les Amis inconnus* de 1934) ce parcours est jalonné par des sortes d'autobiographies poétiques. Nous étudierons la célébration du monde moderne et les douleurs de l'amour amer avec Apollinaire, les enthousiasmes et les déceptions d'Aragon après sa traversée du surréalisme et du communisme — l'un et l'autre sont des enchanteurs désenchantés alors que Supervielle, familier des magies et des inquiétudes existentielles dit le charme et le trouble d'un monde plus intériorisé. L'étude des formes (grande diversité des rythmes et des mètres) permettra d'apprécier ce qui relève de la tradition et ce qui s'en écarte : l'ancien et le nouveau, l'ordre et l'aventure sont-ils conciliables? (1 unit)

Textes : Apollinaire, *Alcools*, Poésie/Gallimard; Supervielle, *Le Forçat innocent* suivi de *Les Amis inconnus*, Poésie/Gallimard; Aragon, *Le Roman inachevé*, Poésie/Gallimard.

787 L'écriture romanesque au XIXe siècle : Balzac, Flaubert, Stendhal

Marie-Pierre Mourier-Chabanne

Pour mieux aborder la multiplicité et la diversité de l'écriture romanesque au XIXe siècle, nous étudierons cette année trois textes : le premier de Stendhal (*le Rouge et le Noir*, éditions GF-Flammarion), le second de Balzac (*le Colonel Chabert*, le Livre de Poche) et enfin les *Trois Contes* de Flaubert (Presses Pocket). En lisant ce roman, cette nouvelle et cette trilogie de "contes", nous nous attacherons en particulier aux modalités de l'inscription de l'Histoire dans la fiction, qu'il s'agisse de l'épopée napoléonienne, d'une réalité politique ou sociale immédiatement contemporaine ou de l'histoire sacrée. Nous réfléchirons également sur les différents aspects qu'y prend la modernité, en analysant les rapports qu'elle peut entretenir avec le mythe.

Enfin, nous tenterons de mieux cerner ce qu'est le fameux "réalisme" de ces trois écrivains - le projet réaliste ouvrant en réalité la voie à la satire et à l'imagination, à la tragédie domestique et à l'hallucination. Le roman de la réalité, le roman pensé comme "document scientifique" devant faire concurrence à la photographie naissante, est également le roman de l'imaginaire et du rêve : le

roman du XIXe ne serait-il pas un faux roman du réel, presque un *faux témoignage*? (1 unit)

V. Didactique/Pédagogie

690 Enseigner les cultures francophones

Jean-Claude Redonnet

Ce cours de civilisation est principalement destiné aux enseignants désireux d'introduire dans leurs cours une dominante francophone. Quelles cultures enseigner? Comment éviter le clivage langue et culture? Comment se servir de la Francophonie pour enseigner l'interculturel? Dans un premier temps l'enseignant apprendra à devenir le spectateur informé et le médiateur privilégié de la réalité culturelle francophone. Il s'initiera ensuite, par un contact avec plusieurs vecteurs et domaines (littérature, cinéma, chanson), à utiliser les cultures francophones dans la classe de français. Cette approche inclura une étude de la francité, des imaginaires et des diversités, expression des cultures cultivées ou ordinaires du monde francophone.
Programme des séminaires :
1ère partie : L'enseignant de Français Langue Étrangère et la Francophonie (l'information de l'enseignant)
1) la réalité francophone, le référentiel francophone minimal (historique, économique, social) vu à travers les cultures francophones, repères utiles dans un espace à (re)découvrir;
2) le français en Francophonie, langue et culture, voix et opinions, gens et pays en français;
3) le discours francophone, philosophie et message, universalité et diversités, à la redécouverte de la francité;
4) l'enseignant de FLE, médiateur privilégié.
2ème partie : la Francophonie, apprentissage de l'interculturel
(vers une utilisation des cultures francophones dans la classe de français et dans les départements d'études francophones)
1) le patrimoine francophone, l'imaginaire collectif et ses constituants, la rencontre des imaginaires, francophonie et arabophonie, francophonie et créolité, francophonie et hispanité;
2) le vécu francophone à travers les vecteurs, domaines, produits. L'expression des individualités et des groupes. Les identités nationales. La francité

des Français (comment enseigner la civilisation française aujourd'hui);
3) auteurs et créateurs francophones, littératures francophones, cinémas et arts visuels d'Afrique;
4) la francophonie culturelle : utilisation de la conceptualisation interculturelle, altérité et identité, le traitement objectif des cultures et des civilisations, la pédagogie des différences. De l'oralité à l'écrit. La prise de parole en francophonie (l'exemple de l'improvisation). (1 unit)

Textes : *Littérature Francophone, Anthologie*, sous la direction de JL Joubert, Nathan-ACCT, 1992 (ou édition plus récente) et cahier d'exercices (même éditeur).

692 Didactique du Français Langue Étrangère : Pédagogie de la Phonétique

Aline Germain-Rutherford

Ce cours s'adresse principalement aux enseignants ou futurs enseignants de Français Langue Étrangère. L'objectif de ce cours est de présenter et d'analyser différentes techniques pour enseigner l'oral et la prononciation dans une classe de langue. Le cours commencera par un survol théorique de la phonétique descriptive du français contemporain. Nous présenterons et pratiquerons ensuite différentes stratégies pour repérer, identifier et classer les erreurs phonétiques à partir d'enregistrements réels. L'étape suivante sera l'élaboration d'exercices correctifs de prononciation à partir des principes de la correction verbo-tonale. Enfin, nous nous interrogerons sur les différentes façons d'intégrer ces exercices de phonétique corrective dans des activités de compréhension et de production orales. Dans cette perspective, nous réfléchirons aussi à l'utilisation du document vidéo comme outil et support dans l'enseignement de l'oral. Un travail de recherche de la part des étudiants sur l'intégration d'un tel enseignement/apprentissage du cours de Français Langue Étrangère, que ce soit au niveau primaire, secondaire ou universitaire, sera présenté à la classe en fin de session. (1 unit)

Textes : Monique Callamand, *Méthodologie de l'enseignement de la prononciation*, Clé International; A. Germain-Rutherford, *Petit manuel d'introduction à la transcription phonétique*, Canadian Scholar's Inc.

792 Enseignement de la civilisation

Martine Abdallah-Pretceille

A quoi sert un enseignement de la civilisation? A quels publics s'adresse-t-il? Peut-il être intégré à un cours de langue? Quelles méthodes suivre? Comment élaborer une progression adaptée au public? Comment évaluer les performances des élèves? Sur quels documents s'appuyer pour dévolopper la motivation des élèves? De quels savoirs de base l'élève a-t-il besoin pour comprendre une civilisation étrangère? Quels exercices proposer en classe? Dans quelle mesure peut-on construire des programmes d'enseignement de la civilisation? Comment éviter le risque des stéréotypes? De quels instruments pédagogiques dispose-t-on pour un enseignement utile?

Le cours prendra pour thème "la famille en France". Dans une société en crise, l'ancien modèle familial tend à disparaître alors que le nouveau, multiforme et contradictoire a du mal à imposer sa cohérence. Le cours décrira les mutations de la structure familiale en s'appuyant sur une analyse historique, sociologique et anthropologique (éducation scolaire et familiale, relations intergénérationnelles, statuts et rôles des différents membres de la famille, la vie en famille, etc. ... (1 unit)

Texte : Louis Porcher, *Manières de classe* , Hatier-Didier; François Mariet, *Laissez-les regarder la télé*, Calmant-Lévy, Paris, 1989.

900 Mémoire de recherche

Daniel Jourlait

Réservé aux étudiants en première année de D.M.L. (1 unit)

Stage D.M.L. : Recherches et méthodes

Martine Abdallah-Pretceille

(aucune unité accordée)

Deux types d'activités sont proposés pour les étudiants en D.M.L.

Un atelier hebdomadaire au cours duquel les professeurs présents sur le campus feront le point sur l'état des recherches dans le domaine de leur spécialité. Le schéma de chaque séance restera ce qu'il a été en 1993 : un exposé d'une quarantaine de minutes, fait par le ou les intervenant(s) du jour; une discussion collective autour de cet exposé. Au total, environ 100 minutes de travail. Cette activité

est ouverte à tous les étudiants gradués qui souhaitent y participer, comme à l'ensemble des enseignants de l'École Française et des autres écoles.

Une réunion hebdomadaire, réservée aux étudiants de D.M.L., et qui sera consacrée aux problèmes méthodologiques que l'on rencontre couramment pendant l'élaboration d'un travail de recherche. L'esprit sera donc essentiellement celui d'une aide intellectuelle et d'un conseil.

Dans les deux types d'activités, le coordinateur veillera à un équilibre entre les diverses spécialités présentes dans l'École Française d'été : civilisation, didactique, linguistique, littérature.

Professional Development Workshops for Teachers of French

The French School will offer professional development workshops for teachers of French at all levels during the summer of 1997. Participants select two of the three workshop options. Each workshop meets Monday through Friday, one hour each day, for three weeks (July 12-August 1). Participants earn one unit of graduate credit (three semester hours) for the three-week session. Costs: Tuition - $960; Room - $200; Board - $515. All workshops are taught in French by a specialist in the field.

Workshop students are housed in dormitories of the French School and immerse themselves in French language and culture throughout their stay. Participants are expected to observe the Middlebury Language pledge, and they are encouraged to interact with the students and faculty of other French School programs while taking advantage of the many free social, cultural, and recreational opportunities offered by the school.

794 Multimedia

Gilberte Furstenberg

Venez découvrir, explorer et appréhender les richesses du monde du multimédia, y compris celles du WEB.

Principales composantes de l'atelier : définition du multimédia; analyse de différentes catégories de logiciels; réflexion sur les meilleurs types

d'utilisations du multimédia; élaboration de principes d'intégration dans un cours et un programme; discussions sur la question fondamentale du rôle de l'enseignant dans un environnement multimédia.

Les participants seront amenés à découvrir et manipuler beaucoup de logiciels ainsi que le WEB. Aucune expérience préalable requise.

795 Apprentissage du français aux jeunes enfants

Martine Abdallah-Pretceille

Le bilinguisme voire le plurilinguisme s'impose de plus en plus comme modèle de la communication en famille, à l'école ou dans les échanges quotidiens. L'apprentissage des langues vivantes aux jeunes enfants (3 à 11 ans) suscite donc de plus en plus d'intérêt. Le séminaire s'attachera à réfléchir sur les bénéfices culturels et cognitifs du bilinguisme, les conditions d'acquistion d'une langue étrangère, ainsi que les différentes méthodes et supports éducatifs (chants, comptines, jeux ...).

Le séminaire est ouvert à tous les enseignants du français, ayant ou non une expérience d'enseignement auprès des jeunes enfants (avant la high school).

796 Enseignement des cultures

Martine Abdallah-Pretceille

Programme indicatif (susceptible de modifications en fonction des circonstances d'enseignement) :

Le séminaire aura pour objectif de présenter quelques faits culturels, en s'appuyant sur une triple perspective :

-l'histoire (histoire des mentalités et lieux de mémoire)

-l'anthropologie de la vie quotidienne et de la modernité

-la sociologie des mutations et des ruptures.

On s'intéressera particulièrement aux points suivants :

-la diversité de la France et des français

-la vie quotidienne : les jardins publics, le métro, le bricolage, l'espace public et l'espace privé ....

-quelques faits de société : le Tour de France, le bal du 14 juillet, l'école ....

Text : *A quoi rêvent les années 90,* Pascal Weil, Paris, Ed. du Seuil, Collection Points, n° 285, 1993.

The School in France

Headquarters in Paris

The offices of the Middlebury School in France are located in Reid Hall, 4 rue de Chevreuse, 75006 Paris (Telephone: 011-33-1-43-20-70-57), in the Montparnasse district.
Director (1997/98): MICHEL GABRIELLI, Visiting lecturer, Department of French, Middlebury College. Diplôme de l'École des Cadres de Paris.

Faculty

Courses are taught by faculty members of the University of Paris X-Nanterre, other branches of the University of Paris and various French institutes.

Living Abroad

Middlebury seeks to offer students abroad a blend of structure and independence. The College's role is to oversee the academic aspects of the experience, while students are responsible for their own finances, and their living and travel arrangements. The School in France helps students to secure housing in a wide variety of student residences, rooms, and other lodgings.

Cost

Students pay only tuition to the Middlebury College School in France, since they are responsible for their own travel, room, and board. Tuition charges for 1998-99 will be published in November, 1997. Bills for tuition for full year and both semester programs are due in August. While individual life styles and circumstances, as well as the rate of the dollar, will cause the estimate to vary, the overall cost of a year in Paris - including travel to Paris but excluding travel while in Europe - should be approximately $24,000 to $26,000.

Financial Aid

Financial aid from Middlebury College is only available to students earning an undergraduate or graduate Middlebury degree. Non-Middlebury Juniors should apply to their home institutions.

Application and Admission

Applications for the 1998-99 academic year abroad will be available in November, 1997. Applications

for the junior year program should be submitted by January 31, because the program is often filled by early February. Only students in Middlebury's B.A. program may apply for the semester program. Completed applications for the graduate program will be acted upon as they are received and until all spaces have been filled, sometimes as early as March. In order to comply with various visa and French university requirements, no applications for admission to the School in France can be accepted after May 1. Contact the School in France, Middlebury College, Middlebury, Vermont 05753-6131, telephone: (802) 443-5510.

The Junior Year Program

Middlebury's junior year program in Paris is open to students who have completed two full years of college course work, with at least a B- average overall and a B average in French. They must also have reached a level of proficiency equivalent to the fifth semester of college French, including one course at a level equivalent to Middlebury's introductory courses in literature or civilization by the end of their fourth college semester. The semester option is open to matriculated Middlebury undergraduates only (see below). Attendance at the French School's seven-week summer session on the Vermont campus prior to attending the School in France has always proved beneficial, though it is not a requirement for acceptance in the junior year program. However, in cases where remedial language work appears necessary or desirable, the director of the Language Schools reserves the right to make final acceptance conditional on successful completion of the seven-week session. Students accepted to the junior year program are expected to maintain their overall academic average as well as their average in French throughout the term of study preceding their registration in Paris.

Juniors enroll for the full academic year in a program of studies designed both to complement courses taken at the home institution and to form a logical link between sophomore and senior years. Beginning in early September, a preliminary session at Reid Hall offers language work and an introduction to Paris. After the preliminary session, juniors may choose among the course offerings in linguistics, literature, cinema, theater studies, art history, and philosophy at the University of Paris X-Nanterre; political science, economics, and international relations at the Institut d'Etudes Politiques (entrance by examination); economics at a private law and economics school; and language, literature, and civilization at the Middlebury School in France. All instruction is in French.

Students majoring in political science, or who have a strong interest in political science, may choose to enroll in a special one-year program of study at the Institut d'Etudes Politiques leading to the Diplôme du Programme International de Sciences Politiques et Sociales. Candidates for acceptance in the Programme International, whether to prepare for the Diplôme or simply to enroll in a few courses, must pass an entrance test which covers language and knowledge of current events.

Courses in studio art or music may be available to qualified undergraduates by arrangement. Prior approval by the student's adviser and the French foreign-study adviser are required.

Semester Option

A limited number of students in Middlebury College's B.A. program may apply to the semester program if the full year is not academically feasible for them. Students applying for the semester option must take FR 230 (Introduction to Contemporary France) or the equivalent. Course choices are limited for semester students, as many French university courses are full-year courses. After the preliminary session, students may take courses in literature, language, and civilization at Reid Hall. Semester candidates should note the FR 230 requirement and the requirement to register in one language course while in France. N.B.: If applying for a semester option, students must state briefly in writing why they must choose it over the full year: experience has shown that most students benefit much more from the full academic year in France.

Credits

A student's workload must be approved by the director of the School in France. Because a student's home institution determines the number of credits awarded for work abroad, students should discuss the transfer of credit with their advisers well before they go abroad. Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S. Students in the full-year program earn the equivalent of nine

Middlebury College course units; Middlebury undergraduates in the semester program earn five units.

The Graduate Program

After successfully completing three courses (three units) at the summer session of the French School on the Vermont campus, M.A. degree candidates begin the academic year in France. (Students will not be allowed to attend the School in France if their conduct or academic performance during the summer is judged unsatisfactory.) During a special preliminary session (worth one unit of credit) offered by the Middlebury School in France in September and October, students are enrolled in two seminars designed to prepare them for advanced university work and to introduce them to the methods and subject areas of the mémoire, a short thesis required of all candidates for the M.A. degree.

During the academic year following the preliminary session, graduate students earn the remaining eight units toward the twelve required for their degree. In addition to the mémoire (worth two units of credit), six units of course work are chosen from the areas of French language, phonetics, literature, culture and civilization, and business French. Courses may be taken as follows: linguistics, French literature, cinema, theater studies, art history, and Francophone studies at the University of Paris X-Nanterre; advanced language practice, civilization, and literature at the Middlebury School in France (Reid Hall); and the French business context at the École Commerciale de la Chambre de Commerce et d'Industrie de Paris.

Courses

The following courses, among others, have been available in recent years:

*Courses open to graduate students only.
+Courses open to undergraduate students only.
(No symbol means open to both graduate and undergraduate students.)

Preliminary Session

Courses for Undergraduates

Language
Introduction to Paris

Seminars for graduates

Histoire des idées dans la littérature du XXe siècle
La femme dans le roman français du XIXe siècle
Lire le roman
L'école en France : de l'école maternelle à l'université
La vie politique en France
La presse écrite en France
Histoire de Paris

Université de Paris X-Nanterre

(semester or year-long courses)

Linguistique :

Introduction à la linguistique
*Ancien français
*Didactique du français langue étrangère
*Sémiotique textuelle et poétique

Littérature :

+Lecture de textes littéraires
L'amour fou
Littérature du Moyen Age
Le thème de l'exil
Racine et Shakespeare
*Moralisme et immoralisme : roman du XVIIIe siècle
*L'autoportrait
*Les tendances de la critique moderne
*Le roman de Balzac à Robbe-Grillet
*Littérature pour les enfants
*Littérature et enseignement du français

Littérature d'expression française :

La littérature française du Québec
Le roman africain et antillais
Identités culturelles et francophonie

Cinéma :

Analyse de films
Histoire de l'art cinématographique
*Théâtre et cinéma
*Le récit cinématographique
Cinéma africain francophone

Etudes théâtrales :

Du théâtre antique au théâtre classique français
Initiation aux techniques de la scène
Molière

Initiation à l'esthétique théâtrale
Théâtre du XIXe siècle, du XXe siècle
Théâtre et roman

Histoire de l'art et archéologie :
Initiation à l'art médiéval, moderne, l'art du XIXe siècle
Art du XXe siècle
+Art grec, Art byzantin, Arts d'Afrique
Architecture et urbanisme aux XIXe et XXe siècles
*Pratique de l'art médiéval
*Musique et société en France

Courses in history, philosophy, sociology, American literature, and religion are also taught at the Université de Paris X-Nanterre.

Institut d'Études Politiques
(semester courses)

+Histoire: La France (1880-1990) — histoire d'une nation politique
+Histoire: Histoire Européenne — concordance et discordance
+Economie: Méthodes et données de la macroéconomie
+Economie: Grands problèmes économiques contemporains
+Sciences Politiques: La Vie politique française sous la Vème République
+Sciences Politiques: Comportements politiques en Europe
+Relations Internationales: Théorie des relations internationales
+Affaires Européennes: Les enjeux européens
+Sociétés Comparées: modes de vie européens
+Sociétés Comparées: Modernisation de la Russie au XXème siècle

Faculté d'Économie et de Droit ("FACO")
(semester or year-long courses)

+Théorie et pratique de l'économie internationale
+Institutions et politiques européennese
+Relations extérieures de la CEE
+Organisation de l'économie et les politiques d'intervention

Institut d'Études Économiques et Sociales (I.E.S.)
(semester course)

+Introduction à l'Islam et aux problèmes du Moyen-Orient

Middlebury - Reid Hall
(semester courses)

+Parole culture et communication
Le fonctionnement communicatif du rythme et de l'intonation; l'utilisation de la transcription phonétique; enregistrements sonores; films vidéo.

+Structurer les discours écrits
L'étude parallèle de certains types de discours écrits - lettres, discours persuasifs, récits, rapports - et des structures grammaticales qui leur sont particulières.

*Pratiques de l'écrit
Pour faire acquérir aux étudiants une bonne maîtrise du français : reformulation, explication, développement, argumentation, etc.

*Traduction
Textes littéraires, juridiques, de bandes dessinées, de publicités, d'articles de journaux, de proverbes... Du français à l'anglais et vice versa.

La France : de l'Absolutisme à la Révolution et à l'Empire
Art, pensée, structures politiques du XVIIe siècle; la transformation des structures économiques et des structures mentales qui mène à la Révolution.

La France : XIXe et XXe siècles
De la révolution industrielle à 1945, l'évolution de la France dans un contexte mondial.

*Promenades parisiennes dans la littérature française
Aspects pittoresques et motivations profondes, de Villon à nos jours.

Les Relations Franco-africaines du XVe siècle à nos jours
Période précoloniale et décolonisation de l'Afrique, jusqu'à l'époque actuelle. Le cours se terminera sur la question d'un éventuel conflit franco-américain en Afrique.

+La France et l'Europe
Il s'agira de comprendre le rôle et la place de la France dans la construction de l'Europe. Nous essaierons également de tracer une évolution probable de l'Europe à l'avenir.

*Sociétés et mentalités européennes
Ce cours présentera des définitions de "l'Ouest" et de "l'Europe", et les concepts principaux de l'histoire européenne.

+Cinéma et culture
Nous étudierons le "langage" d'un film, et nous examinerons des image de la société et de la culture françaises à travers quelques œuvres majeures du cinéma français.

+Courants et paradoxes dans l'art européen du XIXe siècle
Approches de l'œuvre d'art pictural (psychanalytique, sociologique, thématique) et ambiguïtés relationnelles entre théorie et pratique, du néoclassicisme au fauvisme.

+Urbanisme et architecture de Paris
Les rapports existant entre les productions artistiques et les diverses manipulations idéologiques, en relation étroite avec le contexte historique.

École Commerciale de la Chambre de Commerce et d'Industrie de Paris (E.C.C.I.P.)
(year long course)

*Aspects sociaux, économiques et géographiques de la France contemporaine : le français des affaires.
(Students enrolled in this course take the examination for the Diplôme supérieur de français des affaires at the end of the academic year.)

Teaching Internship
By special arrangement, qualified graduates and undergraduates may act as native informants in English at a level corresponding to junior or senior high school. Interested graduates may also work with students at l'E.S.I.T. (École Supérieure d'Interprètes et de Traducteurs) to help them perfect their English. (No credit is given for these *stages à titre bénévole.)*

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

ROBERTO VÉGUEZ
Acting Vice President for Languages and
Director of the Language Schools
Ph.D., University of Wisconsin-Madison

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

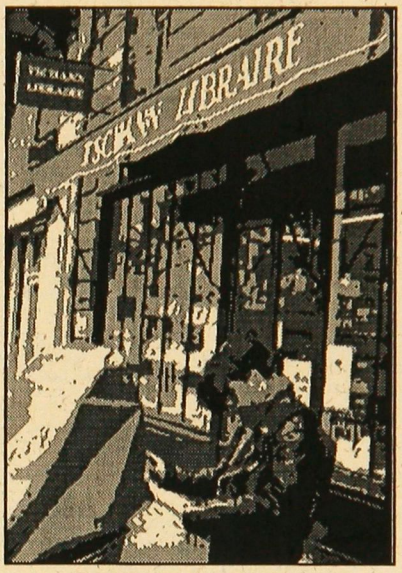
Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

MIDDLEBURY

The Language Schools

COLLEGE

School in France 1997–98



MAILING ADDRESS

Middlebury College School in France
4 rue de Chevreuse
75006 Paris, France
from the U.S.:
Tel: (011-33-1) 43.20.70.57
from within France:
Tel: 01.43.20.70.57

MÉTROS

Vavin/ Edgar Quinet/ Raspail/ Notre Dame des Champs

FALL SEMESTER (OR YEAR)

Office Opens
September 1, 1997
Assemblée Générale
September 2, 1997

SPRING SEMESTER

Office Opens
January 5, 1998
Assemblée Générale
January 5, 1998

Middlebury College School in France 1997-98

The information in this handbook is intended to help you prepare for the program of studies in Paris with Middlebury College from September 1997 to June 1998.

Please read everything carefully and be sure to follow instructions. Failure to do so will only result in the waste of valuable time, and may jeopardize your participation in the program. A successful experience abroad depends, in part, upon how well you are able to assume the responsibility of preparing yourself for it. Keep this handbook for future reference, and be sure to bring it with you if you are coming to Middlebury this summer. Please do not hesitate to contact the French School, Middlebury College, Middlebury, Vermont 05753 for clarification on any point.

I hope this information will be helpful, and I very much look forward to having each of you in the program.

Michel Gabrielli
Director, 1997-98

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PARIS

Un amas confus de maisons,
Des crottes dans toutes les rues,
Ponts, églises, palais, prisons,
Boutiques bien ou mal pourvues,

Force gens noirs, blancs, roux, grisons,
Des prudes, des filles perdues,
Des meurtres et des trahisons,
Des gens de plume aux mains crochues,

Maint poudré qui n'a point d'argent,
Maint homme qui craint le sergent,
Maint fanfaron qui toujours tremble,

Pages, laquais, voleurs de nuit,
Carosses, chevaux et grand bruit,
C'est là Paris: que vous en semble?

Paul Scarron (1610-1660)

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extra-curricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance may be addressed to the Language Schools Operations Manager, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Students are responsible for knowing and observing all regulations that may affect their status at Middlebury College. For this reason, they are expected to aequaint themselves with the contents of this Handbook, individual school bulletins, and all official school memos and notices.

Because this Handbook covers a range of topics, and because it may occasionally be necessary to change the text, the statements contained herein are not meant to be and should not be considered contractual in nature.

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Introduction

Middlebury College sponsors programs abroad in Florence, Madrid, Mainz, Moscow, Paris, Voronezh, and Yaroslavl. Over the years, thousands of American students have benefited from the experience of living and studying in these cities, learning first-hand about foreign cultures and civilizations while improving their language skills.

We believe that study abroad can form an important complement to study in the United States. Indeed, it often provides the occasion for students to profit from a richness of experience and to achieve a level of maturity not easily attainable in the familiar surroundings of home. The Middlebury program in France offers a variety of intellectual challenges within the French university system but, equally important, it offers a cultural experience which can give special meaning and depth to a more academic understanding of French language and civilization.

Living and studying abroad is a cumulative experience. The advantages of an academic year represent far more than the sum of two semesters, linguistically, culturally, and intellectually. Our graduate program is, therefore, offered only for the full academic year, and we strongly urge undergraduates to enroll for the full year whenever possible.

By studying in Paris, you will, of course, be making a transition to a different linguistic and cultural environment. You should not underestimate the importance or difficulty of either. At the same time, there are other differences and changes that need to be taken into account. For example, the typical academic program in the U.S. is structured to achieve its goals as efficiently as possible. You will almost certainly find less structure and less emphasis on efficiency abroad; on the other hand, you will have more time to delve into topics according to your own particular inclination and sense of intellectual responsibility. Further, graduate students may not be aware that many of the differences they note — in particular more independence and less overt guidance — are as much a function of their new level of study as of the new culture in which they find themselves. Finally, if you come from a small town, suburbia, or a secluded campus, you may find that living in a city requires as many adjustments as living in a new culture.

The Middlebury programs seek to offer students abroad a blend of structure and independence. The College's role is to oversee the academic aspects of the experience rather than its social ramifications, specific living arrangements, or agreements into which students may enter. The director of studies in Paris is available for academic advising and general administrative matters. The director and the director's assistant will make every effort to help students get settled, and in special circumstances, such as a general strike or other emergency, will advise students and take steps which seem necessary and feasible. **Students themselves**, however, retain ultimate responsibility for their own finances, their living and travel arrangements, and for fulfillment of their academic requirements. While this can

make for some difficult moments, we remain convinced of the overall wisdom of this approach.

The School in France

The director of the 1997-98 program in Paris is Michel Gabrielli, Visiting Lecturer in French at Middlebury College. The director's assistant, Danielle Lacarrière, helps to ensure the smooth functioning of the program office during the academic year.

The program in Paris begins Tuesday, September 2, 1997, and the spring semester program begins Monday, January 5, 1998. (These dates are tentative and will be confirmed later.) You should plan to arrive several days prior to these dates in order to complete your housing arrangements and get settled. There are ten days to two weeks of vacation at Christmas, a week's vacation at the end of February, and two weeks in mid-April. An abroad calendar listing definitive dates will be published and distributed in the course of the summer.

University of Paris and *Institut d'Etudes Politiques* examinations are usually over by mid-June, so you can plan your return for anytime thereafter. Middlebury undergraduates enrolled in the fall semester program will be free to leave Paris in time for the beginning of the second semester in Middlebury. **Under no circumstances should students plan to leave before the end of first semester courses. The last day of classes for each semester will be posted in the abroad calendar mentioned above.**

The Middlebury office is located in Reid Hall, 4 rue de Chevreuse, Paris 6e, close to the intersection of the boulevard du Montparnasse and the boulevard Raspail.

MÉTRO STATIONS:
Vavin, Edgar Quinet, Raspail, Notre Dame des Champs
RER: Port Royal
Buses: 58, 68, 82, 83, 91

OFFICE HOURS:
Mon., Tues., Thurs., 9:00 a.m. to 5:00 p.m.
Wed. and Fri. until 4:00 p.m.
Telephone: 01.43.20.70.57
(from the U.S.: 011-33-1-43.20.70.57)

You may pick up your mail at the Middlebury office (see below). There you will also find a wealth of information about Paris libraries, student restaurants, extracurricular activities, and various medical resources, as well as a small, but carefully-stocked library of reference works and frequently-used books. Reid Hall itself is owned by Columbia University, and houses a number of other American programs. It offers common areas for study and informal meetings. **Please Note:** The Middlebury office is closed on French legal holidays, during school vacations, and throughout the summer.

It is essential that you drop by the Middlebury office on a regular basis even if you have no courses at Reid Hall: (1) there may be mail for you (in particular, all

communications from Middlebury College, including any financial aid checks, come to Reid Hall); and (2) we find that the most efficient way of communicating important information is to post it on the bulletin boards near the office. This includes last-minute course information, registration deadlines, and urgent messages, as well as occasional information about group excursions, receptions, and theater tickets available at group rates.

Mail

Your official address for the academic year will be:

Your Name
Middlebury College School in France
4, rue de Chevreuse
75006 Paris, FRANCE

Letters and packages so addressed will be available in the Middlebury office during office hours, except during the Christmas, February, and spring breaks when they will be filed in the general mailbox behind the Reid Hall reception area. Once you have permanent housing, you may want to give your home address in Paris to frequent correspondents.

Packages that arrive at Reid Hall frequently require payment of additional handling or customs fees, and/or the signature of the receiver. If such packages are sent to you c/o the Middlebury School in France and arrive during business hours, every attempt will be made to sign for such packages and pay any amount due. You may claim your package by reimbursing the assistant to the director. Sometimes, however, packages must be picked up at a central post office, where you will have to show identification. Be sure to tell anyone from whom you expect to receive packages that they should address them clearly, and indicate precisely what they contain (e.g. personal effects, used clothing, etc.). If you are sending or having sent to you any electronic equipment (computer, printer, radio, etc.) be sure to have a copy of the invoice or bill for such equipment to show customs, and have the sender indicate that you are a student: customs may be willing to waive the VAT (20.6% of the value), particularly if the equipment is used, or more than six months old.

Mail that is not marked "Middlebury College School in France" will be filed alphabetically in the general mailboxes behind the reception area in Reid Hall. "Attempt to deliver" notices will also be left there for packages not labeled "Middlebury College School in France." We do not consider this to be the best solution for your mail, but you may want to check the general box from time to time, particularly at the beginning of the year or semester.

Baggage will NOT be accepted or held at Reid Hall or in the School Office.

E-MAIL

All students enrolled in the School in France will be given a FlanNet (Foreign Languages Network) account, which will allow them to send and receive internet

e-mail messages from Reid Hall to Middlebury campus users as well as internet users around the world. Other Internet services (such as World Wide Web access, Telnet and gopher) are not currently available to Paris users, although we do offer electronic conferencing and limited UseNet News access. Students are encouraged to forward mail from their current Unix and/or Vax accounts to their FlanNet account so that they do not lose any mail. Students will receive their FlanNet UserID and password before they arrive in France, and should let any likely correspondents have their FlanNet address:
"firstname_lastname@paris.flannet.middlebury.edu" (without the quotes)

We suggest you make note of important e-mail addresses (academic advisor, department chair, etc.) before leaving.

Students with their own computers and a modem may wish to subscribe to CompuServe or other commercial Internet services once in France, if they wish to have access to e-mail where they live (FlanNet is accessible only in our offices in Reid Hall). Bills for these services are sent to the subscriber, but as there are also phone connection charges involved you will want to be sure that your landlord is in agreement if you do not have your own phone line.
(Also see below "Typewriters and Computers")

Fees and Expenses

The 1997-98 tuition for the Middlebury College School in France program is $5,580 for the semester, and $10,930 for the full year.

All financial arrangements, including those concerning financial aid, must be completed well before the end of the summer preceding your year abroad. Statements are mailed in late July and tuition must be paid in full before the end of August, regardless of whether students are going abroad for the full year or for only the fall or spring semester. Payment should be in the form of a check made payable to Middlebury College.

Please note that *only* tuition will be billed by Middlebury for students going abroad; students will be responsible for paying their own food and lodging expenses.

The financial aid officer at Middlebury estimates total expenses for the full year abroad at approximately $24,145 of which $10,930 goes toward tuition, $8,750 towards room and board, $550 towards books and supplies, $2,800 towards personal expenses, $225 towards the visa and residency permit, and $890 towards travel (round trip New York-Paris).

The estimate of total expenses for one semester abroad equals $13,395 of which $5,580 goes toward tuition, $4,865 toward room and board, $275 towards books and supplies, $1,560 towards personal expenses, $225 towards the visa and residency permit, and $890 towards travel (round trip New York-Paris).

N.B. These estimates were made in December 1996, and were calculated at an exchange rate of 5 francs=$1. You should take into account both the considerable variation in currency exchange rates, and differences in lifestyle that may not be

reflected in these "average" estimates.

Financial Aid

Financial aid for study abroad (including Middlebury aid and all federal loans) is available only to Middlebury College degree students. Non-Middlebury students should consult with the financial aid office at their home institutions.
Federal Perkins Loans for study abroad are offered on the basis of demonstrated need and availability. Students who have been offered a Federal Perkins Loan will be asked to sign a promissory note before going abroad.

Students who are applying for Federal Direct Stafford Loans should allow from four to six weeks for loan processing. **Please note** that you will **not** have the proceeds from the Stafford Loan in hand before you leave the country. Federal regulations require that enrollment be verified prior to the disbursement of any federal funds. Insuring that Federal Stafford Loan proceeds will be available abroad requires very careful follow-up by the student.

Students awarded financial aid in excess of tuition will receive one-half the excess (i.e. the excess for the current semester) in a check issued by Middlebury College. The fall check should arrive in Paris after the fall semester begins. The balance will be sent c/o the School office after the beginning of the spring semester. This may vary with Stafford Loans, depending on application processing time.

It cannot be emphasized too strongly that financial aid requires verification and handling at a number of different stages, and may not be made available to you until you have already had to fulfill some financial obligations in France (rent, damage deposit, visa fee, and miscellaneous personal expenses). Furthermore, your aid check, once received, can take **up to four weeks** to clear at your Paris bank (see "Money and Banking" below). **While every effort will be made to disburse financial aid as rapidly as possible, it is imperative that you have sufficient funds available upon your arrival in France to cover your needs at least through the first month.** Throughout the year, try to follow a budget that will allow you to reach the end of your stay without running short of money.

For more information about financial aid, contact the Office of Financial Aid, Emma Willard House, Middlebury College, Middlebury, VT 05753, tel.: (802) 443-5158.

Prior to Departure

All correspondence relating to preparation for your departure for Paris should be directed to:

Middlebury College French School
Sunderland Language Center
Middlebury College
Middlebury, VT 05753

Again, we suggest you make note of important e-mail addresses (academic advisor, department chair, etc.) before leaving.

TRANSCRIPTS

In order to register you at the University of Paris, we must have official proof of your academic background. Please have the registrar at your home institution send two (2) official copies of your complete undergraduate transcript to the Middlebury College French School as soon as possible. This transcript must list the B.A. degree for graduate students, or at least two (2) full years of college credit for undergraduates. Before leaving your campus in May, you should make sure the registrar will forward the complete and official transcripts as soon as your latest work has been recorded. They should arrive at the French School by July 1 **at the latest.** (Middlebury College undergraduates: the French School office will obtain your transcripts directly.)

If your institution awards the B.A. degree later than the first week of July, please bring a letter with you certifying that you have completed all requirements for the B.A. degree (students from the University of California, in particular, have had difficulty obtaining their transcripts in time). **Any delay may jeopardize your enrollment.**

PHOTOCOPIES OF PASSPORT AND PHOTOS

The French School office at Middlebury will need two clear photocopies of the identification page(s) of your passport (including the page carrying your photograph), as well as 2 passport photos with your name written on the back by July 1 **at the latest.** These also are needed for your registration at the University of Paris.

HEALTH INFORMATION FORM

All students going abroad, including Middlebury College undergraduates, must complete the health information form mailed to students in April or May. This information, which must be filled out in accurate detail, is essential in case of a medical emergency. This information will be kept confidential. One copy of the information sheet remains on file in Middlebury and one is sent to the director in Paris.

MEDICAL AND ACCIDENT INSURANCE

All students going abroad must have proof of medical and accident insurance (see "Student Visa" below). Your insurance should cover sickness, accident, and hospitalization, as well as travel. After confirming that your coverage is valid in Europe, you should make a note of the policy number and the complete name and address of the insurance company. You will be asked to furnish this information to Middlebury College before leaving the U.S. Be sure to familiarize yourself with the claim procedures of your particular company, and bring a copy of the policy with you, as well as some claim forms.

In addition to the insurance information you will be asked to provide Middlebury, you may be required to sign a statement for the *Préfecture de Police* certifying that you are covered by a health insurance policy as well as stating the name of the company and the number of the policy (see "Formalities in Paris," below).

Applications for low-cost policies, available to students enrolled in

Middlebury's program, will be sent to you by early summer. Claim forms for reimbursement under these policies will be available in the school office in Paris.

It is strongly recommended that students wishing to participate in winter sports (especially skiing), secure additional insurance for that purpose. Information is available at the Middlebury office in Reid Hall.

French doctors and hospitals must be paid directly. You apply for reimbursement from your insurance company after you have paid your bill. The only exception to this procedure is that the American Hospital in Paris will bill Blue Cross-Blue Shield directly should you require hospitalization. In general, you will find medical care, particularly in the public sector, somewhat less expensive than in the United States.

OTHER HEALTH CARE

At the present time, no inoculations are necessary for travel in Europe, although your doctor may recommend certain ones. We strongly recommend that you have a tetanus booster before leaving, as a normal precaution. If you do receive any inoculations before going abroad, it would be useful to get an International Certificate of Vaccination at your doctor's office or clinic, and keep it with your passport.

Students are advised to have any necessary dental work done before leaving the U.S. If eyeglasses or contact lenses are required, bring along a second pair or the latest prescription; please note that solutions for contact lenses are more expensive in France. Be sure to bring a sufficient quantity of prescription medicines in their original containers.

PASSPORTS

You **must** have a passport valid until at least September 15, 1998, before you can apply for a visa. It is, therefore, essential that you apply for your passport as soon as possible, and that you complete this process well before the beginning of July.

It can take from three to six weeks to be issued. A passport is obtainable through the nearest Federal or State District Court or at a Municipal Passport Agency. In Middlebury, the Superior Court office at the courthouse has applications and instructions. The telephone number is (802)388-7741. The National Passport Information Center can be reached at (900)225-7778 (automated information 24 hours/day, 7 days/week; live operators are available Mon.-Fri., excluding federal holidays, from 8 am to 8 pm EST. Cost per minute is $.35 for the automated system and $1.05 for live operators). In most cities, passport applications are accepted at U.S. courthouses and post offices.

First-time applicants must apply in person and supply:

1. *Evidence of U.S. citizenship, e.g., an official birth certificate or previous passport. The birth certificate must show that it was filed shortly after birth, and must bear the raised seal of the registrar of births.*
2. *Identification with a signature, e.g., a driver's license.*
3. *Two recent passport photos (identical, professionally prepared).*
4. *Fee of $55.00. The processing agent may also charge a fee. (The Middlebury*

Superior Court office charges a fee of $10.00 in addition to the $55.00.)

Passport renewal requirements are somewhat simpler.

As you acquire the documents you need to apply for your passport, we recommend that you also obtain several extra passport photos and official copies (not photocopies) of your birth certificate for future use.

You **must** have a passport valid until September 1998 before you can apply for a visa. It is therefore essential to have completed passport application procedures in time to have the passport before the beginning of July.

STUDENT VISAS

Students must obtain their visas themselves prior to their departure from the United States. The visa authorizes entry into France **within two months** following the issue date of the visa, and authorizes French immigration authorities to deliver the *permis de séjour* after arrival in France. Semester students should apply for a six-month visa, year-long students should apply for a visa *de long séjour* (9-10 months). Please note that visa validity begins on the date of issue, and you should take care to see that the dates of your projected stay in France are covered: it is advisable to indicate in a covering note the approximate date of your arrival in France.

Normally, the applicant for a student visa must supply the following documents to the French Consulate:

1. *A passport signed by the bearer. Its validity must exceed the expiration date of the visa by at least sixty days.*
2. *One visa application form, fully completed and signed. (Follow the instructions provided by the French School office along with the form.)*
3. *One passport-size photograph securely stapled or glued to the application form in the space provided.*
4. *A certificate of enrollment in the Middlebury College School in France. This is the A Qui de Droit letter, copies of which will be provided by the French School office once your enrollment deposit has been received. A second copy will be provided to accompany your application for housing.*
5. *A notarized financial statement (form provided) assuring that a minimum monthly stipend of $600 is available to the student for his/her entire stay in France. The statement should be signed by parents, guardian, student's banker, or other provider of income. (Recipients of sufficient financial aid can obtain such a statement from the financial aid office or in the School in France summer office). You should keep a copy of this statement, as it will be needed later in France for the carte de séjour application.*
6. *A letter from your health insurance company showing that you (by name) will be covered while in France* ***for sickness and accident.*** *You should keep a copy of this letter, as it will be needed later in France for the carte de séjour application.*
7. *A visa fee, the dollar equivalent of a specified sum in French francs, must be paid either by cash or certified check. Personal checks are not accepted. Because the rate of exchange varies, visa applicants must check with the French Consulate in Boston (or any other Consulate where they are applying) to ascertain the exact equivalent in dollars and cents at the time they file their application. The Consulate will not accept*

a money order/check that does not correspond to the current exchange rate. (As of January 1997 the visa fee was 300 francs).

8. ***If the consulate through which you are applying accepts applications by mail,*** *a self-addressed envelope bearing sufficient postage to return your passport by certified mail, or — if you are using FedEx or a similar courier — a return airbill filled out with your address and the instruction to "bill recipient." N.B. The French Consulate in Boston and many others now require that you deposit your visa application in person, or designate a proxy. You should inquire to find out what is the practice at the consulate through which you are applying. Those consulates that accept applications by mail generally recommend a courier service over certified mail.*

The School in France will try to facilitate the visa application process by acting as proxy for students who will be on the Middlebury campus in the summer, as well as for spring semester undergraduates enrolled at Middlebury in the fall. If you plan to take advantage of our help you must submit your **completed** application directly to the School office by a date that will be announced (first week in July, and early November). Students coming to Middlebury's French School for the summer should arrive on campus with their passport, proof of medical coverage, and the financial statement, if at all possible. The visa application and insurance information (if you are not yet covered) will be distributed at the first summer meeting for Paris program participants. Again, if you wish us to act as proxy it is **your** responsibility to gather all materials and make sure your application dossier is complete and delivered to the School office at Middlebury in good time.

At this writing, no medical examination is required for the visa; a medical examination (costing approximately 350 francs) will be required in Paris as part of the application process for the *permis de séjour* (see below).

Your student visa will entitle you to obtain a *permis de séjour* that covers only the period of your proposed course of study (it is possible to remain in France as a tourist during the summer). Again, please note that the valid duration of a visa is calculated from the date of issue, not from the date of entry into France. Semester students, particularly, should be sure not to request their visas too early, or they may find that their visas expire before the end of their term of study.

It is illegal for students to accept either full or part-time employment while in France under a student visa and *permis de séjour* (see "Working in France" below).

Please note that obtaining a passport and visa can be a very long process, and you should be prompt in respecting various deadlines. Graduates, since they will be spending most of their summer in Vermont, should already have obtained their passports by the time they arrive on campus.

Students who plan on having family members (e.g. spouse, children) accompany them to France for the year should inquire, **well ahead of time,** what additional documents they will need to provide in order to obtain visas for those family members (the process in such cases may take up to three months). They should also take with them to France an official copy of their marriage certificate, and any children's birth certificates.

Students who are not U.S. citizens should check with the French Consulate nearest them AS SOON AS POSSIBLE to find out when and how to apply for a visa. Visa regulations can vary greatly according to citizenship.

IMPORTANT: IT IS IMPOSSIBLE TO OBTAIN A VISA IN FRANCE. You may be able to apply for a student visa at a French Consulate in a country other than the U.S. (for instance if you are traveling abroad during the summer), but in the past this has proved to be difficult. In any event, be sure to find out well ahead of time what documentation you will be required to provide to the Consulate in question, particularly: what proof you will need of your registration at the University of Paris X - Nanterre, what length of residency in the country is required, if any, and how long the process will take. Requirements may be significantly different from those outlined above.

INTERNATIONAL STUDENT ID CARD

We highly recommend that you get an International Student ID Card before leaving the United States. This card will give you access to student restaurants, *à titre passager,* prior to your receipt of the French *carte d'étudiant* which offers important reductions in France and throughout Europe. To apply for the International Student ID Card, submit $19.00 accompanied by a letter with a raised seal from your registrar certifying that you are a student, or a transcript, or a tuition receipt, to: The Council for International Educational Exchange, Student Travel, 205 East 42nd Street, New York, NY 10017, (tel. (212) 661-1450). Once in France you may apply to CIEE, 16 rue de Vaugirard, 75006 Paris (tel. 46.34.02.90, métro Odéon), or 51 rue Dauphine, 75006 Paris (tel. 43.25.09.86). C.I.E.E. magazines containing application forms for the student card will be provided at Middlebury in the spring and summer.

INTERNATIONAL DRIVER'S LICENSE

Students may wish to obtain an international driver's license which facilitates renting and driving a car in Europe. This license is available from any branch of the American Automobile Association (AAA) on presentation of a valid U.S. license, two passport-size photos, and $10.00. N.B. Should you rent a car while in Europe, be sure to check with the rental agency regarding applicable regulations which concern crossing international borders in a rented car. Some car rental agencies also require the driver to be 25 years old.

ABSENTEE VOTING

If there will be U.S. elections in which you wish to participate while abroad, you would be well advised to make arrangements for and absentee ballot before leaving the country, since that will prove easier than doing so through the Embassy in Paris.

CURRENCY AND TRAVELER'S CHECKS

It is advantageous to convert dollars and traveler's cheques into francs after your arrival in France. Change only a minimum amount (e. g., $200) at the airport to cover your immediate expenses: rates will not be as favorable as those you will find at a bank or exchange in the cityl. (See also "Money and Banking" below.) Remember that traveler's cheques are rarely if ever accepted directly as payment.

CLIMATE, CLOTHING, AND APPLIANCES

The Paris weather is damp, and the temperature occasionally gets down to 10

degrees Fahrenheit. Paris lodgings will usually maintain a temperature of 65-68 degrees in the winter. You would be well advised to bring a good winter coat and/or warm raincoat, an umbrella, sweaters, good walking shoes, and possibly a sleeping bag which folds out into a quilt. Try not to bring too many clothes as closet space is limited and dry cleaning and laundries are expensive. You should also bring — or expect to buy — some dressier items. French clothes are expensive, but well-made and tempting. How much one buys in Paris depends on one's pocketbook.

Most of France is on 220 volts. You should make sure any electric appliance you bring (an electric razor or cassette recorder, for example) is 110/220. Transformers are available in Paris department stores and in some stores in the U.S., but are not recommended for all appliances. Bring as few appliances as possible; buy the rest in France (hair dryers in particular). Many students do, however, prefer to bring radios, cassette recorders, or CD players from the U.S. In any case, note that French plugs and outlets are different, and you will need an adapter for American appliances even if they work on 220 volts.

It is strongly suggested that you insure luggage. When inquiring about such insurance, you should look into the cost of sending additional luggage by air freight — in the past students have found such a rate not much more expensive than sending unaccompanied luggage by boat. Remember to also check whether luggage accompanying you is limited by weight or by piece.

In view of frequently changing airline regulations, it is essential that you find out from your airline which items may be transported in checked baggage, and which may or must be hand-carried.

When you return to the U.S., you may be able to take advantage of group shipping or air freight rates. One company to check with is HOMESHIP (Tel.: 01.48.65.21.61).

TYPEWRITERS AND COMPUTERS

Dossiers for Consortium courses and the graduate *mémoire* must be typed. You may want to bring a portable typewriter (if you bring an electric typewriter, be certain it will work on French current), or rent a typewriter in France for short periods of time. Most rentals in Paris have the French keyboard (AZERTY, as opposed to QWERTY). You may find a *clavier polyglotte* which is an international keyboard that **resembles** the American one, but is not identical to it. The more proficient a typist you are, the harder it will be to get used to a French keyboard.

If you are considering bringing your personal computer to France, consult your dealer to determine whether it can be used with 220-volt/50Hz French current (directly or via a transformer, plug adapter, etc.). The Mac Classic and Classic II, for instance, require a transformer; the latest Mac PowerBooks do not; most printers, including the Stylewriter II will *not* work with French current. Modems purchased in the U.S. (unless they are internal to a PowerBook) are rarely capable of operating at 220V.

If your computer is small, you can hand-carry it on the plane which is by far the safest way to transport it. If necessary, it can also travel in the baggage compartment or by air freight; very careful packing and damage insurance is recommended. Be sure to have with you the bill showing the value of the computer, and that it was purchased in the U.S. You should benefit from a *franchise* and not have to pay

duty to bring your personal computer into France, but you may have to affirm in writing that you will not sell the computer in France. If the computer was not manufactured in the U.S., be sure to register it with U.S. customs officials before leaving in order to bring it back without paying duty (see below). You should have independent back-ups for any hard or floppy disks you take abroad, though we have it on good authority that there is very little risk to disks, hard or floppy, from the x-ray devices used in airports. You may wish to take blank diskettes to France, as they are much more expensive there than in the U.S.

While we can not approach the technological infrastructure available on the Vermont campus, the program does provide for use in Reid Hall four Apple Macintosh computers and printers, and a hook-up for one Powerbook at a time. The computers are all equipped with hard disks, and, at this writing, System 7 and Word 6 (except for one computer that has Word 5). This equipment will obviously not meet demand at certain times of the year (when *dossiers* and *mémoires* are due, for instance). Students who do not have their own computer or printer, or who are not familiar with the Mac, are encouraged to acquaint themselves with a growing number of computer and word-processing centers which will rent equipment or lease time on a terminal. In the past, most students have found the most economical solution was to split a rental of several days or weeks among several students. Please note that our office computers may not be available during vacations.

All of the computers for student use are set up to receive and send messages on FlanNet, an electronic mail system developed by the Middlebury Language Schools. Students will be given FlanNet accounts during the summer or at the beginning of their stay in Paris. **N.B.: Study-related word processing will always take priority over e-mail.**

CUSTOMS

If you plan to bring into France any articles of value *not* made in the United States, such as computers, cameras, radios, bicycles, or jewelry, you should register them with U.S. Customs before departure in order to avoid paying duty on them upon return. You should take the bills for these items with you. Customs regulations vary from country to country. There are usually limitations on liquor, cigarettes, and other goods.

Prescription medicines should be left in the original containers. It is also suggested that you carry the original prescription or a note from your doctor to avoid questioning.

Returning U.S. citizens may bring back $400 worth of foreign goods for personal use or gifts. You may also carry back one liter of alcoholic beverages and one carton of cigarettes.

TRAVEL

Some travel possibilities to investigate are:

1. *Student travel through C.I.E.E., 205 E. 42nd St., New York, NY 10017. You must reserve at least one (1) month in advance and are given 30 days to pay after making a reservation. Proof that you are a student is required.*
2. *Youth fare (valid up to 22nd birthday) out of Montreal, Boston, and New York on*

Air France or Air Canada. Standby situation with ten (10) days to two (2) weeks notice.

3. *ACCESS Travel.*
4. *Nouvelles Frontières (from New York).*
5. *Air France "kiosque".*

In general, there is little advantage to buying a round-trip, open return ticket from charter companies that offer them, and such tickets purchased from commercial airlines are prohibitively expensive. If you are flying with a commercial airline, you may find that buying a limited round-trip ticket and not using the return portion is cheaper than buying a one-way ticket.

Middlebury will do what it can to provide information on other reduced-fare flights to Paris, but students are responsible for their own travel arrangements. The luggage limit on commercial airlines is normally two suitcases and one carry-on, but check with your airline to be sure, as well as to find out what their regulations are concerning small appliances and personal computers you may want to take with you.

When leaving Paris overnight or longer, students should leave with the School office an itinerary and/or addresses and phone numbers where they can be reached. This information will be kept confidential and used only in case of emergencies or urgent messages from parents. Students living with host families should similarly inform them when they plan to be away, as a matter of courtesy and common sense.

For travel in Europe, you should consider a Eurailpass which must be purchased in the U.S. Upon arrival in France, special fares are available to students under 26 with the *carte Carissimo*, and many other train rebates are offered to travelers of all ages. At this writing *Air Liberté* proposes air travel at very competitive rates.

Hitchhiking, as a mode of transportation anywhere in Europe, is strongly discouraged as a matter of College policy. It is also considered to be extremely unsafe by European security officials, and is often illegal. Buses and trains provide a low-cost, safe alternative.

Be advised that you will not be able to leave and re-enter France before you have obtained your *permis de séjour*, which you should receive no later than early October. Whenever your travel involves crossing international borders you should have your passport, containing your *permis de séjour*, with you. If you must travel outside of France before the end of September, be sure to let the assistant to the director know this at the *Assemblée Générale*, and she will try to obtain your *permis de séjour* in time.

The program usually organizes a weekend excursion in the fall and the spring. Students pay their individual costs (hotel, meals, entrance fees) while the Program budget covers the cost of transportation. We try to select itineraries and destinations that would be difficult or more expensive if pursued individually. 1996-97: two-day excursions to Normandy and Mont-St.-Michel (fall) and the Loire Châteaux

country (spring), 400-450 francs each.

Living Abroad

ARRIVAL

It is recommended that you arrive in Paris several days before the scheduled beginning of the program. It will take you some time to settle into your permanent lodgings, and adjust to the time difference and the new surroundings. If you can arrange it, we recommend you travel with a friend or two; the shared experience will make the trip and your arrival more enjoyable. Your different language abilities may complement each other, and you can take turns watching luggage. In any event, do let friends know when you will be arriving, and where you will be staying, so that you can get together and share a meal or do some exploring. **Under no circumstances should you arrive in Paris without having either temporary or permanent housing waiting for you.** It will be virtually impossible to find a hotel room, without reservations, in late August, early September, or early January.

To get from Paris airports to the city, here are some possibilities (rates as of December 1996).

From Roissy-Charles de Gaulle (north-east of Paris):
Taxi: 250 to 300 francs (maximum 3 people)
Autobus Air France (Line 2 to Porte Maillot and Etoile: 55F; or Line 4 to Montparnasse): 65 F
Navette Roissy + Métro RER, ligne B: about 50 francs

From Orly (south-east of Paris):
Taxi: 155 to 210 francs (maximum 3 people)
Autobus Air France (Line 1 to Porte d'Orléans, [ask for stop], Montparnasse, Duroc [ask for stop], Invalides): 40 francs
Orlyrail and Métro RER, ligne C: 30 francs
Orlyval and Métro RER, ligne B: 55 francs
Orlybus (to Denfert Rochereau): 30 francs

Don't forget to take baggage into account when choosing your mode of transportation. If you have several bags, do have a collapsible luggage cart with you!

TEMPORARY LODGING

We strongly urge you to write or telephone well in advance to arrange for a temporary place to stay upon arrival in Paris unless you are sure your permanent housing will be available to you then. To call Paris station-to-station, dial 011-33-1 and the last eight-digits of the number. Don't forget the time difference which is normally six hours from the East coast of the U.S.

Students who have chosen to live in a *foyer* may need temporary lodgings, in some cases through September (or January, for spring semester students), as some of the student *foyers* do not open for the academic year until shortly before French

university classes begin, generally early October (February for spring semester students). Some *foyers* operate as summer hostels, as well as offering long-term housing during the academic year, but be sure you have made arrangements specifically for September (or January), as well as for the *année universitaire* in these cases. Here are the names and addresses of some student residences where Middlebury students have stayed for short periods in the past. Keep in mind that the rates quoted are subject to change. When writing to the various *foyers*, mention that you are with the Middlebury program. **For spring semester undergraduates** - the Maison des Clubs UNESCO is the only *foyer* on these lists that is available to you *à titre passager.*

A titre passager (regular *foyers* which will also accept students for a few nights before the beginning of the academic year). Unless otherwise indicated, these per-person rates are for the 1995-96 academic year; these rates can be expected to increase by 3-4%.

1. *Maison Jeanne d'Arc (co-ed from July through September)*
   21 rue du Général Bertrand - 75007 Paris - Tél. 01.40.61.40.00
   Métro: Duroc
   Minimum stay: 7 days.
   Single rooms with breakfast and dinner: 165F; double room with breakfast and dinner: 145F/person.
   August (but closed August 10-31): with no meals, 130F For a single; 110F/person in a double
2. *Foyer International des Etudiantes (co-ed from July through September)*
   93 boulevard Saint Michel - 75005 Paris - Tél. 01.43.54.49.63
   Métro: Luxembourg
   Minimum stay: 3 days
   120F per person, per day for a double room with breakfast
   170F per day for a single room with breakfast
3. *Maison des Etudiantes (co-ed June 15 through September)*
   214 boulevard Raspail - 75014 Paris - Tél. 01.42.18.14.00
   Métro: Raspail or Vavin
   Minimum stay: 4 days
   218F per person, per day for double with all meals
   268F per day for single with all meals
   181F per person, per day for double with breakfast and one meal (single: 231F)
4. *B.V.J. (co-ed all year)*
   44 rue des Bernardins - 75005 Paris - Tél. 01.43.29.34.80
   Métro: Maubert-Mutualité
   130F per day for a single room with breakfast (showers in all rooms)
   120F per person, per day in a double room with breakfast
   No reservations possible from the United States; you may telephone at 9:00 a.m. to check on availability for that day. Rooms are available for occupancy from 2:30 p.m. on.

Foyer d'hébergement (from a few days to a week or so, co-ed):

Maison des Clubs UNESCO (length of stay, from one night to three weeks, depends on available places)
43, rue de Glacière - 75013 Paris - Tel. 01.43.36.00.63
Métro: Glacière
per person, per day: 165F (single); 143F (double); 123F (triple, or quadruple); rates include breakfast
For stays of 15 nights or longer preferential rates are available: enquire on arrival.
You can reserve by phone from the United States; or you may arrive between 7 a.m. and 7 p.m. for the same night.

Relatively inexpensive hotels (rates as of January 1997). Please note that breakfast *(petit déjeuner)* may be extra (40-45F):

1. *Hôtel des Académies - 15, rue de la Grande Chaumière - 75006 Paris*
   Tel. 01.43.26.66.44 — single or double room with or without shower & WC, 200 - 375F
2. *Hôtel Central - 1 bis, rue du Maine - 75014 Paris*
   Tel. 01.43.20.69.15 — single room with shower or bath & WC: 345F; double room: 355F
3. *Hôtel Henri IV- 25, place Dauphine - 75001 Paris*
   Tel. 01.43.54.44.53 — single room with sink (shower on hall) 115F-155F (reserve 2-3 months in advance); single room with double bed, 145-155F; double room for 2 people, 200F; with shower, 230-260F. For three people, with shower, 280F.
4. *York Hôtel - 13 bis, rue Thibaud - 75014 Paris*
   Tel. 01.45.40.85.39 — double room with shower & WC: 290F; single 330F
5. *MIJE: Mme Fauconnier, 75004 Paris*
   Tel. 01.42.74.23.45. Double 150F; single 195F. Good restaurant prices with 10F membership.
6. *Hôtel de Chevreuse - 3, rue de Chevreuse - 75006 Paris*
   Tel. 01.43.20.93.16 — double room with shower: 295F; double room with shower and WC: 305F; with bath & WC: 330F; single room with sink: 198F; with bath, WC on the hall: 195F.

LONG-TERM HOUSING

Students live in *foyers* (student residences), French homes, rooms or apartments. A student's housing choice is dependent upon individual preference, financial resources, and the availability of such housing.

The following will be available in due course (late April and mid-October for undergraduates; at the first School in France meeting of the summer — late June — for graduate students):

1. *A detailed listing of foyers, with price, description and address.*
2. *A list with a large choice of other housing arrangements (paying guests in families, rooms, studios, and apartments) compiled by Middlebury College and recommended by your predecessors.*

The Middlebury housing list proposes enough attractive housing for all

students accepted to the Paris program. If you wish to take advantage of our list, however, we expect you to honor your commitment to the *foyer* or proprietor with whom you reach an agreement through the duration of your studies (see "Rights and Responsibilities" below).

Students from past years have filled out evaluation forms about their lodging, which new students can consult. These evaluations are candid, mentioning advantages and disadvantages if any, and are to be treated as confidential.

While Middlebury is not contractually responsible for housing arrangements, and does not have authority over any lodgings, students may be confident that they will find in our lists something to suit their needs and means. We would like to stress, however, that if you secure housing that appears on our lists you have made a commitment to the proprietor or *foyer* for the duration of your stay (unless of course the conditions announced are not met by the proprietor).

Out of consideration for other members of the program and for prospective lodgers, we urgently request that you keep the office informed of your choice of housing. Since requests for and information about housing tend to come through our offices, it is imperative for us to know when housing is definitely taken so that we can remove it from our availability lists.

Undergraduates should consult the *foyer* list and the list of families that will be updated in the spring. *Foyers* are student residences, located mainly on the left bank. Unattached to any specific school or university, they house French students whose homes are not in Paris, and foreign students. The common language is usually French. We encourage Undergraduates to give serious consideration to the *foyer* option, which permits them to meet other students and avoid the possible problem of loneliness which can arise in Paris, or any large city. Though it may not seem so at first glance, they also afford a degree of independence that students may not find in private homes, while providing a secure and congenial place to live. We strongly discourage undergraduates from living in apartments, whether alone or together: this limits their contact with the French and their chance to improve their fluency in the language.

Graduates will receive the housing list at the first School in France orientation meeting. It is not necessary to take steps to secure housing before then. However, students who will be accompanied by family members during their stay in France should notify us of their needs in the spring, and we will try to find appropriate accommodations; if such is your case, call or write to Danielle Lacarrière, Assistant to the director in France.

Middlebury undergraduates enrolled for the spring semester will be given a list of available housing spaces known to us (we expect to be able to satisfy your preferences in most cases). You will be given priority over full year students wishing to change their housing arrangements and fall students staying on in Paris independently. During the fall it is essential that you follow the instructions of the French Department in this regard and not write to prospective hosts until you are told to do so. You may need temporary housing after your arrival in Paris, possibly through January. We will help you make these arrangements.

HOUSING: RIGHTS AND RESPONSIBILITIES

Students should understand that they are making a moral as well as a financial commitment to any *foyer* or proprietor they select from our lists, just as the director

of the *foyer* or the proprietor is making a commitment to them (often reserving a space for the student many months in advance). Such commitments should not be taken lightly: proprietors or families particularly may not be able to find another tenant once the academic year has started, and an unmotivated departure by the student will almost certainly mean the loss of many months' rent that the proprietor has counted on. Just as you would not appreciate being evicted because your proprietor wants your room for a relative or for a student willing to pay more, you should not leave housing if the proprietor has honored her commitment to you, simply because you have found something that suits you better once you are in France. As a condition of using our lists to secure housing on very favorable terms we therefore ask that students keep their commitment throughout the term of their studies unless there are serious reasons for not doing so. The independence that Middlebury's program offers students carries with it the recognition of obligations to others, as well as to one's self.

You should expect to pay the equivalent of a month's rent in advance to reserve your housing, which will be kept as a damage/outstanding bill deposit until you leave, and must in no case be considered payment for the last month. You may also be asked to pay the first month's rent when you make your reservation, but in any event as soon as you move in. Students who choose to rent an apartment must take out renters' insurance, which covers theft, fire, water damage, and liability. We will be able to suggest low-cost insurance policies.

If there is a problem of any nature with your housing, you should inform the Assistant to the director of the School in France immediately: she can often act as a mediator and help to remedy the problem. Should you decide for good reason to change living arrangements in the course of the year or the semester, you must notify your landlord or host family **one month in advance.** The rent for that month must be paid, and you may well lose your deposit. You have a right to expect, in turn, that the housing you have reserved corresponds to what was promised (in terms of furnishings, linens, meals, use of kitchen, etc.).
N.B. Again, throughout your stay, and whatever housing solution you adopt, it is naturally expected that you will be considerate of the rights and sensibilities of others, and that you will honor both the spirit and the letter of any formal or informal arrangements you enter into with hosts, landlords, or residence managers. Non-payment of rent or outstanding bills, and checks written against insufficient funds, will not only harm your reputation, but that of Middlebury students, and the reputation of Americans in general. It can also lead to your being denied re-entry into France in the future.

TRANSPORTATION

The first thing to buy in Paris is a *Plan de Paris* (the Ponchet or Michelin maps are excellent) which contains a map of the *métro*, the various bus lines, and complete street maps by *arrondissement*. You will probably also want to have the *Guide vert* for Paris (Michelin) which is an excellent guide to the city.

Carnets of 10 tickets (second class) can be purchased for about 50 francs; tickets bought individually cost 8 francs. These tickets can be used for both the metro and the bus system (unlimited distance within Paris in both cases). The *carte orange*, for public transportation, allows you an unlimited number of trips on the *Métro* and bus within the city of Paris (about 250 francs) or beyond (3 zones: about 340

francs) for a given month (prices are approximate but can be expected to increase). There are also weekly transportation tickets available *(carte hebdomadaire)* for public transport between two predetermined points. Before buying any of these special *cartes,* make sure it is an economical solution in your individual case by figuring out what your use of public transportation will be.

If you're not in a hurry, the bus is the best way to see Paris, and to get a sense of how the city is laid out. You will find that you often pass through *quartiers* you want to explore later. Do learn how to use the bus early in your stay. It is not as complicated as you may think.

N.B. While Paris has one of the best and most intelligible systems of public transportation in the world, it also has its share of pickpockets and panhandlers (in both cases, often children). Watch your wallet, backpack or handbag, on the metro and off, particularly at train station stops, e.g. Gare du Nord, Gare de Lyon and at major correspondence points and "tourist" stops, e.g., Châtelet-Les Halles, Etoile, Montparnasse-Bienvenüe, Strasbourg-St.-Denis, Concorde. Use your common sense at all times, and try not to take the *métro* alone at night.

FORMALITIES IN PARIS

Contrary to appearances, you are not being put through more hoops and red tape than an international student applying to an American university. If it seems that way, it is usually because you are asked to do more in a short time than you are used to.

The following steps are ESSENTIAL if you are to register with the civil and academic authorities. Be absolutely sure you keep these instructions and follow them upon arrival in France.

1. *Photos: Upon arrival in Paris, students need five (5) full face, high contrast black and white photos, which can be made in an automatic photo booth. These are small 1.5 x 1.75 inch shots of the so-called photomaton type (not the U.S. passport size). Photos with head scarves or hats are unacceptable. On the back of each one (after you have cut them apart), print your last name in capitals, followed by your first name in lower case. You will be asked for these photos at the Assemblée Générale (see 3 below). The photomatons closest to the Middlebury office are at the Port Royal and the Raspail métros, 86-88 boulevard Raspail, and the Montparnasse railway station.*
2. *Assemblée Générale: Attend the first meeting of the Program in Paris (the Assemblée Générale) at 4 rue de Chevreuse, Paris 6e, tentatively scheduled for September 2 (spring semester undergraduates: January 5). These dates will be confirmed on the calendar that you will be receiving later. Attendance at the Assemblée is REQUIRED of all program participants without exception. Be on time.*
   You must have with you at the Assemblée Générale:
   a) *your 5 photomaton photos (trimmed, bearing your name on the back: LAST NAME, first name)*
   b) *your passport*
   c) *2 photocopies of the ID and photo page(s) of your passport and the page showing your visa*
   d) *a ball-point pen*

e) any documents (personal information sheet, health form) that are still missing from your Middlebury dossier

3. *As you may know, foreigners staying in France for an extended period must have a permis de séjour, which should be carried at all times. Although regulations are constantly changing, the director and assistant in Paris will help you with arrangements to obtain your permis de séjour. Unless you arrive in Paris several weeks before the Assemblée Générale and the validity of your visa is in danger of expiring, you should wait for further instructions concerning the permis de séjour, which will be given at the Assemblée Générale. Obtaining the permis de séjour will involve a mandatory medical examination at one of the OMI centers (Office des Migrations Internationales), a brief, simple procedure which in no way intrudes on the students' personal privacy. There is a fee of approximately 350F for this examination.*

Bear with us: we will have a great deal of information to deliver at the *Assemblée Générale,* and many detailed instructions to give which must be followed to the letter. We will ask you to fill out a number of forms, and it will be essential that they be completed accurately. You may well find the meeting confusing and exhausting (we always do!), but it is an unavoidable first stage in the process of getting you ready for your year in France.

Be sure the School in France office has on file a good copy of your passport, visa, *permis de séjour,* and the numbers of your credit cards (if applicable). This will serve as a safeguard in case of loss or accident.

IMPORTANT: You are required by French law to have official identification with you **at all times.** Your *permis de séjour* will be stamped in your passport, so legally, you should carry your passport with you. In practice it may be wiser to carry a good photocopy of the identification pages of your passport and the page bearing the visa, or later the *permis de séjour.* **You may not leave and re-enter France without your passport bearing the *permis de séjour* or, before you obtain the *permis,* a *récépissé de demande de permis de séjour* that proves that you have applied for the *permis.***

MONEY AND BANKING

You will probably want to open a savings account *(compte sur livret or compte d'épargne)* in a **French bank**, which earns interest not subject to tax; or a checking account *(compte courant* or *compte de dépôts).* Most banks may refuse the latter to students. Be sure to check on minimum balance etc., before opening an account, and bear in mind that a bank draft or personal check in dollars can take as long as eight weeks to clear in a French bank, even if you are an account-holder in good standing. The bank will charge a commission for the exchange operation.

Generally speaking, it is preferable to open an account at a bank in your neighborhood, although the Agence JA683 of the Crédit Lyonnais, 113 Boulevard Montparnasse, 75006 Paris, the BNP, bd. du Montparnasse, or the Société Générale, 148 rue de Rennes, 75006 Paris (all about five minutes from Reid Hall) have been accommodating in the past.

Ordinary checks in France are non-endorsable (i.e. no third-party checks), and they may not be made out for more than the amount owed. One of the advantages of having a *compte courant,* if you are allowed to open one, is that personal checks on a French bank are widely accepted in France; this can be a great convenience when traveling or just on a shopping expedition. There is a flip side: it is an ex-

Red Hall
BOULEVARD MONTPARNASSE
RUE GUYNEMER
JARDIN DU LUXEMBOURG
L'OBSERVATOIRE
BOULEVARD SAINT MICHEL
RUE AUGUSTE COMTE
LYCÉE MONTAIGNE
ÉCOLE DES MINES
Rue Jean Bart
Rue Vavin
Rue Huyghens
Rue Delambre
Rue Campagne Première
Rue Boissonade
Rue Joseph Bara
Rue Le Verrier
Rue Henri Barbusse
Rue Pierre Nicole
Rue Léopold Robert
Rue Jules Chaplain
Rue Madame
Rue de Médicis
Place Camille Jullian
Place André Honnorat
Place Louis Marin
Av. Georges Bernanos
Institut d'Art et d'Archéologie
Institut International d'Administration Publique
Institut Catholique
Lycée Paul Bert
Gymnase Municipal
Square Boulainvilliers
Musée du Luxembourg
Fontaine de l'Observatoire
Fontaine de Médicis
Observatoire de Paris
Les Grandes Chaumières
Les Pensionnaires de Marie
Les Pensionnaires de Sainte Beuve
Les Pensionnaires de Sainte Odile
Les Pensionnaires de Sainte Thérèse
Les Pensionnaires de Sainte Ursule
Les Pensionnaires de Sainte Zita
Les Pensionnaires de Saint Joseph
Les Pensionnaires de Saint Paul
Les Pensionnaires de Saint Vincent
Les Pensionnaires de Saint Yves
Les Pensionnaires de Saint Yves
Les Pensionnaires de Saint Yves

tremely serious matter to "bounce" a check in France *(tirer un chèque à découvert)* — learn how to say it, but don't do it!

If your French bank has branches in the United States, deposits can be made in your name in the American branch, which will transfer the amount to your account in the Paris branch. This procedure will take from eight to ten days, and there may be fees at both ends. **If you adopt this system, make absolutely sure you or the person making the deposit indicates your name, your account number, and in which Paris branch you have your account, e.g., Crédit Lyonnais Agence JA 683.** It is possible to use this system both at the beginning of the year to transfer money as soon as you have opened an account, and during your entire stay in Paris. Again, you must be able to provide the American branch of the French bank with the identification number of the branch in Paris where you have opened your account. During the course of the year, it is essential that persons on the American end who might be making deposits for you know your account number and your Paris branch, i.e. your *agence,* as well as the name of the bank.

It is also possible to have money sent from the United States by Telex, directly into your Paris account, either *compte sur livret* or *compte courant.* During the course of the year, this is probably the fastest and most reliable means of transfer. Again, it is extremely important to specify not only the name of the bank, but also the branch number and address, the name of the beneficiary (i.e., your name), and your individual account number.

Remember to close out your account *(fermer votre compte)* two weeks before leaving Paris — you may have interest coming to you, and in any case your mail will not be forwarded indefinitely.

You may also have money wired to you at **American Express** via Telex, which is almost never subject to strikes, but which takes a commission.

Although credit cards are very convenient to have (and highly recommended), do be advised that if you do not have a bank account in Paris, it may prove quite difficult to cash checks you might receive from financial aid or from relatives. Students have been able to **cash financial aid checks** for francs at the Bureau de Change, 95 Bd. Montparnasse, for a 1% commission. Also note that though personal checks drawn on American banks can be cashed in the Paris bank where you have an account, a commission is charged, and the check may take some time to clear. The commission may be quite high, reducing birthday checks, for example, to virtually nothing. Another solution would be to have a checking account in the U.S., and send any checks in dollars you receive to your bank for deposit on your account. You can then pay for your credit card use — purchases and cash advances — from that account.

You will want to bring enough francs with you from the U.S. to get you through the first days, or at least to last until you get to a bank. It is almost always better to buy currency locally, however. Generally speaking, we advise students to have some of their money in dollars and some in francs in order to take best advantage of changes in the currency rate. It is often advantageous to buy francs in a bank that offers currency exchange services rather than at a *bureau de change:* the latter post a rate already reduced by a percentage of the amount you are changing, whereas banks normally post a better rate, and charge a flat commission: do some comparison shopping. Which operation is more favorable will normally depend on

how large an amount you are changing. Note that you never get the rate quoted in the day's paper, which is the "big bank rate".

Be aware that there will be many expenses at the beginning of the year: rent deposit, first rent payment, phone installation charges, *carte orange*, phone card, etc. Many of these are one-time expenses, but you must be prepared to meet them upon arrival in France.

Traveler's checks in reserve can get you through a mail strike, but if the dollar goes down you will lose money. You may use the services of the American Express (11 rue Scribe, Paris 9e, *métro* Opéra): 1) to draw a certain amount of money upon presentation of an American Express credit card, and 2) to cash a personal check on an American bank, also on presentation of the card (check on the limit for a given time period).

CREDIT CARDS

The **Visa International Card** and **Mastercard** are widely accepted in France and other foreign countries. You will want to obtain either card before leaving the U.S. **It is essential that you have your PIN** (Personal Identification Number), as in France credit cards are validated in most cases not on the strength of a signature but by entering your PIN on a validation keyboard. Any purchases made with a credit card will be billed to you monthly by the issuer in the U.S., so you must have an American bank account on which to draw checks (unless your statements are sent to your parents or you are using your parents' account). N.B.: in case of a mail strike, the monthly statement might not reach you in a timely manner. There is always a minimum payment due, so if your statement is late you may be well-advised to send a check to your card issuer with a clear indication of your account name and number.

Of late, the best way to draw on funds or obtain cash, in francs, at very reasonable exchange rates is through use of a credit card. With your card you may withdraw francs from a *distributeur automatique* (automatic teller machine), and have the amount charged to your account in the U.S. (Visa International and Mastercard tellers are more common than those accepting Cirrus cards). Be sure to know your Personal Identification Number (PIN). Such transactions are treated as "cash advances" often at a small fee (typically 2% of the amount or a minimum of $2) that will appear on your next statement; check your card agreement: some card issuers do not charge for cash advances. As a general rule, the exchange rate used by the card issuer is quite favorable. Do **not** carry your card and your personal identification number together!

PERSONAL SAFETY

Paris presents the usual problems associated with urban life: noise, pollution, traffic, high prices, and crime. As in any big city anywhere in the world, you will need to exercise good judgment. But even if you are used to life in a city, keep in mind that *this* city is probably unfamiliar to you. You may not recognize certain types of behavior or various signs that could alert you to potential trouble. By taking a few simple precautions, you will be less likely to find yourself involved in situations and encounters that are best avoided. The advice below has to do variously with the safety of your property and the safety of your person; we hope you will read it

carefully.

1. *Legally, you should have your passport, bearing the permis de séjour, with you at all times. Be sure there are photocopies of your passport and other papers, as well as important numbers (credit cards, etc.) in the Middlebury School Office.*
2. *Carry your handbag across your body rather than under your arm, and with the clasp against your body. Do not carry money or valuable papers in your hip pocket.*
3. *Do not carry anything of value in a backpack, as they are a robber's prime target. If you use a back-pack, be sure the compartments are secured, and in a crowd you will want to carry it in front. Never leave your bags or personal effects unattended, even for a moment.*
4. *Do not carry house keys, your address, or credit cards with personal identification numbers in the same place.*
5. *Change money only when you can go directly home afterwards instead of between classes or before going out at night. In general, try never to have a large amount of cash on you. If you are lucky enough to have a French checking account or if you have a credit card, you should rarely need to; see Money and Banking above.*
6. *Keep emergency phone numbers with you, or memorize them. If you are robbed, report it immediately to the nearest police station (commissariat), and the American Embassy. If you are registered with the Embassy, they can help by issuing a new passport at once, and in some cases, can offer emergency funds and cancellation of credit cards. Report any stolen credit cards immediately.*
7. *As a general rule, you are advised not to greet, smile at, or make eye contact with individuals you don't know. Do NOT give someone with whom you are not well acquainted your phone number, the number of the family with whom you are staying, or the Middlebury number: phone numbers can be used to obtain addresses.*
8. *Go places with friends rather than alone, and don't go to a relative stranger's place alone, or invite them to yours. Cultural differences and language difficulties can lead to "misunderstandings." Women, particularly, should avoid behavior that might be perceived as overly friendly, and should discourage any such advances by others.*
9. *Try to avoid large crowds, and take special care if you find yourself in an inexplicable crush of people (if, for instance, your end of the métro car suddenly seems to be the only section that's really crowded). We strongly recommend that students stay clear of any political demonstrations (manifestations, or "manifs").*
10. *Women should avoid jogging alone, especially in areas or at times when there are few people around (very early in the morning for instance).*
11. *Men should not have a false sense of confidence, and should also avoid taking the métro alone late at night.*
12. *If, during your stay in Paris, there should occur some serious event involving casualties that has not put you personally at risk but is likely to get international media coverage, we urge you to get in touch with your family by phone, fax or e-mail to let them know that you are OK. Remember that what may seem like a relatively minor event to you could cause undue alarm back home.*
13. *Remember that French laws and regulations apply to you just as much as they do*

to the French.

Two things to bear in mind along with the above suggestions: pickpockets and thieves are usually interested only in your money, or articles that can easily be fenced, such as cameras; if the local *commissariat* has a list of what you have lost, there is a chance, albeit slight, that papers will be returned to you. Also, it may be comforting to know that street crime in Paris is rarely accompanied by violence.

An up-to-date list of student addresses and telephone numbers is maintained in the Middlebury office, and distributed to the students **in our program,** unless we receive other instructions. Such information is not given to anyone else except parents or guardians without the student's express authorization.

All of that said, there is no reason to feel frightened if you take these elementary precautions. No city is better than Paris for walking, browsing, or solving the world's problems over a cup of *express*. You are surrounded by history already made and history in the making, and every street corner presents an aspect of French culture and *mœurs* that you will want to take the time to appreciate. There is also, of course, the "official" cultural life which is as rich and varied as in any other city in the world - theater, opera, cinema, art galleries and museums (watch for special exhibitions), concerts, stimulating journalism, television, etc.

No matter how long you live in Paris, you can never exhaust its possibilities. Although you will relish your growing familiarity with the city and your sense of belonging there, try to remain a little bit the tourist and never take your surroundings for granted.

BEING AN AMERICAN ABROAD

Your French, but also your clothes, your body language, and the volume of your speech will make you recognizable as an American, and not everybody will be interested in you in a positive way. Once you are settled, your time might be well spent observing your French counterparts and identifying various ways in which their appearance and demeanor are different from what you are used to.

As a general rule, American body language and public behavior strike the French as lacking in discretion and propriety; what we consider natural and open may seem to them at best uninhibited, at worst childish or immature. Worse yet, this same behavior in women may be taken as a sign of sexual freedom or promiscuity. Learning to blend in can be an important part of the adaptation process we all have to go through in new surroundings, as well as of the educational process that will be taking place throughout the year. Some tips on how to take on this "protective coloration" might be: keep a low profile; speak French in public, and in general, do not speak loudly or behave in such a way as to draw attention to yourself; do not wear obviously American clothes (baseball caps, university sweatshirts) even if you see the French wearing them. Do not hang out in obviously American haunts.

As anywhere, you will occasionally run into unfriendliness, and as anywhere, such unfriendliness will be based on misunderstanding, resentment, or prejudices that have nothing to do with you individually. The most common form of this is anti-Americanism, which manifests itself in two ways: political (on the left), which sees the U.S. as oppressive, racist and imperialistic, both abroad and at home; and cultural (on the right), which considers the U.S. as the source of many of the ills of

modern life — chewing gum, fast food, low-quality TV, materialism, wastefulness, self-centeredness, and bad manners. On rare occasions, but no less unfortunately for that, students may encounter more familiar types of prejudice (ethnic, religious...), but in unfamiliar guises. One's first experience with all such attitudes can be very unpleasant; finding one's self the object of stereotypes is a shock. But remember that you may harbor some stereotypes of your own that are going to be corrected during your stay, and that one of your goals in studying abroad should be to see yourself as others see you.

The majority of French people consider the U.S. a land of openness, opportunity and generosity, and most of the people you meet will be friendly and interested in you. They will want to know where you come from, why you wanted to study in France, what your thoughts are on any number of subjects you have possibly never even thought about before — essentially the same kinds of questions you have about them!

After the initial excitement and euphoria that come with being where you have wanted to be for so long, you are sure to experience **culture shock** in some form; it may help to know that everyone suffers from it to a greater or lesser degree, whatever they say! A sense of humor and knowing what symptoms to expect will help you get through all but the worst case. One of the first signs will be increasing irritation and frustration with the difficulty attached to performing the simplest tasks (such as mailing a package, buying shampoo, making a phone call). Many of the things we take for granted are suddenly not there for us, and many of our unconscious reflexes are inappropriate or ineffective. This feeling of *dépaysement* can lead to homesickness, depression, and intolerance of everything that is different about the foreign country. It helps to stay busy, especially if you can do something you do well or something you've always wanted to try: find a piano to practice on, swim, sign up for a photography course, join a soccer team. Everywhere you will see bulletin boards with invitations to join clubs, sign up for group ski excursions or kayaking expeditions, participate in volunteer groups... you have nothing to lose and much to gain from overcoming your shyness and jumping in.

If you feel that your problems of adaptation are not decreasing, or are having a negative impact on your mental or physical health, or are interfering with your studies, do talk to your friends in the group, to the director of Middlebury's program, or to the assistant to the director: they may be able to help with advice, or in some cases recommend a professional counselor who is used to helping students just like you deal with depression or homesickness.

Some students experience a feeling of depression in January, particularly if they have returned to the U.S. for Christmas or seen loved ones in Europe over the holidays. You should realize that it is normal and will pass with the gray days that often accompany this period. (Our best advice, by the way, is to plan to spend vacations exploring France or visiting other European countries, most of which are easily and inexpensively accessible by train or plane.)

Gradually you will regain your self-confidence; without knowing when or how it happened you will realize that you have begun to feel comfortable in your new environment — you will not, in fact, be able to remember clearly what it was that struck you as being so very annoying. When the time comes to go home, you may find that some of the things that irritated you most have come to seem more natural than their American equivalents.

One of the questions we are asked most frequently is how to go about meeting French students. Those of your predecessors who have been successful in this respect would say that the best approach is to find a group activity that includes French people: stamp collecting and trading, choral singing, hiking or sports, anything that gives you an interest or a structure in common. You will need some courage and a good deal of initiative; results may not live up to your expectations, especially right away, but be patient. Keep in mind the strategies you would use at home to meet people you are interested in knowing: you try to be where they are, you try to share an interest or an activity which will bring you into contact with them, you get to know people who know them. It goes without saying, if you have one or two French acquaintances to start out with, it can only make things easier. Conversely, if you speak English in public it will make things more difficult.

SPEAKING FRENCH

We assume that one of your major goals in studying abroad is to perfect your spoken French or even to become "fluent." In our experience, language that is turned on and off like a faucet never tends to flow very freely; each year a few students come home complaining that they were not forced to speak French at all times. Yet a language pledge such as the one that is in effect on the Middlebury campus during the summer session is impractical, and in any event, unenforceable during the year in France. Furthermore, one of the things we hope students will learn from their foreign experience is to develop a degree of independence, and to take responsibility for themselves. We have already recommended that you speak French in public, to establish a pattern that will make assimilation easier, and to make yourself less conspicuous. We do **require** that Middlebury students speak French in Reid Hall. Although we know it may seem unnatural at first, especially for our undergraduate students whose acquaintance with each other was made initially in English, **we urge you to use French as exclusively as possible throughout your stay**. Though there will be many temptations to use English, including within Reid Hall with students in other programs, you will find that you derive inestimable benefits from sticking to a personal language pledge.

FACILITIES FOR THE DISABLED

Students who have disabilities affecting their mobility should be aware that French public services and institutions are generally not accessible.

WORKING IN FRANCE

French law allows only students enrolled for a second year in the French university system at the level of the *deuxième cycle* (graduates) to work during the academic year (1 November–31 May, 20 hours a week maximum), provided it is their **second** consecutive year in France and they are not receiving scholarship aid from the French government. This means that for all intents and purposes only graduate students who stay on after their M.A. year and rematriculate at a French university may work for the maximum of 20 hours legally. Both undergraduates and graduates may work up to 39 hours a week between June 1 and October 31, if they meet these conditions: your employer is affiliated with the *Sécurité Sociale*, your status is that of *salarié*, and you are paid at least the minimum wage. Once you have found work, you must report, with your contract, to the *Service de la Main d'œuvre*

étrangère for authorization. COUNCIL helps students obtain working papers for the period of June through October under the auspices of their "Work in France" program (1, Place de l'Odéon, 75006). The dossier fee in 1996 was 1200F.

MAILING AND PHONING

You can buy stamps at the Post Office, of course, but also at any *tabac*. Air mail rates are considerably higher in France than they are in the U.S. (as of this writing 4F40). You should consider using air-letters *(aérogrammes)*. Every year many students are stunned by the amount they spend on postage, partly because of the cost and partly because they write more than they expected.

You can telephone from the Post Office (ask for instruction at the *guichet* labeled *Téléphone*), from public phones (booths standing alone, in the *abribus*, at bus stops or in *métro* stations), or from a *café* (where you will probably be expected to *prendre quelque chose*). Note that most public phones now work only with *cartes téléphones* which can be purchased in different denominations at any Post Office or *Tabac*. An AT&T or MCI card can be very useful in Paris. You will be charged the American operator-assisted rate (French charges are many times more expensive). This works only for calls to the U.S. from Paris; be aware that the rate is an *average* one (no distinction between high prime-time rates and lower night-time and week-end rates). You may find it preferable to call at certain times of the day or week in the normal way (that is, though the French phone system), in order to get a lower French rate (before 2 p.m., after 8:30 p.m., and all day Sunday).

One very attractive option currently available if you expect to make frequent international calls is to sign up for one of the many "call-back" services (eg. "AXS Telecom," "Kall-back," "Interworld," "Global Access," many others whose ads can be found in the *International Herald Tribune* or *France-USA Contacts)*. By and large, these services work as follows: you dial an "access number" in the U.S., your call is acknowledged, and you hang up. In a few seconds your phone rings and you hear an American dial tone. You then dial the number you wish as if you were in the United States. Your call will be billed to your credit card account at the rate it would have cost the person you called to call you, a savings of 40% to 50% compared to the France Télécom rate.

Be sure to observe French telephone etiquette when calling to or from the family phone in a private home: the French do not call before 9:00 a.m., or after 9:30 p.m., and you should always ask permission to use the phone, and offer to pay for the call.

FAX messages of a personal nature may be sent to you from abroad (011-33-1) 43.21.69.79. This is the FAX number of the post office near Reid Hall, where you can pick up the message. The cost to receive as of January 1997 is 17 francs a page; the cost for sending a fax is 70 francs for the first page and 40F a page for additional pages.

You may send and receive fax messages directly related to your Middlebury studies (course choices, messages to and from academic advisor) on the School in France fax machine (see the Director). Please note that many such messages can now be sent through FlanNet (see "E-Mail" above).

TELEVISION

We stress that television is one of the best sources of linguistic and cultural contact. Sets may be rented by the month from Loca Images (1996: 140F/month). Locatel

is more expensive, but worth investigating. Check out rental conditions thoroughly (deposit, minimum duration, etc.) and make sure that your room or apartment is hooked up to an antenna before renting. Most *foyers* have a set.

ALCOHOL AND DRUG USE

Alcohol and drug use which involves or contributes to an infraction of College regulations, or is an impediment to a student's educational goals, may result in disciplinary action, and may be viewed as a health issue. Middlebury College will take disciplinary action, up to and including suspension, for the possession and use of prescription drugs for purposes other than those prescribed by a licensed physician. European and other authorities consider illegal drug use to be an extremely serious matter. Middlebury College and American officials will be powerless to help students found to be engaging in drug use, and/or in the selling or transporting of drugs.

MEDICAL SERVICES

We consider French health care first-rate, and it is usually somewhat less expensive than in the U.S. The Paris office maintains a list of psychological counselors and doctors, both general practitioners and specialists, from whom students have received good care in the past. In some instances, you may call a doctor in advance to make an appointment; in other cases, you simply go to the doctor's office during his/her *heures de consultation*. In the latter instance, you will have to wait your turn to see the doctor, but the fee is likely to be considerably lower, i.e., between 150 and 250 francs (this range is for generalists).

The following general practitioners are located close to Reid Hall:

Dr. Roussel	Dr. Michel Roy	Dr. Phillippe Vellard
64 rue de Rennes	16 rue Leverrier	57 Avenue du Maine
75006 Paris	75006 Paris	75014 Paris
tél: 42.22.40.02	tél: 43 26 65 22	tél: 43 35 37 00

In an emergency requiring immediate attention, you may go to the emergency room of the Hôspital Necker, which is located fairly close to Reid Hall, on the other side of the Tour Maine Montparnasse, or to the *salle des urgences* of any hospital or clinic located near you. Be aware that pharmacists in France are qualified to give medical advice and suggest treatment in connection with minor ailments; a pharmacist will not hesitate to recommend you see a doctor, however, if he or she feels your complaint calls for such a visit.

Before leaving the U.S., you may want to check with your medical insurer to find out how to go about being reimbursed, how to handle questions of exchange rates, whether you present the original of the bill or a copy, what to do about

translating supporting documentation, etc.

Academic Matters

GENERAL INFORMATION

The program begins with a preliminary session during which undergraduates do work in written and oral language, and graduates take two seminars, one of which later becomes the context for work on the *mémoire*. The preliminary session counts for one course unit, and the courses are graded and included in undergraduate GPA calculations. They do not count toward Middlebury undergraduate departmental requirements, but do count towards graduation.

After this preliminary session, undergraduates enroll in courses given at the University of Paris X-Nanterre, the *Institut d'Etudes Politiques ("Sciences Po")*, the *Faculté Libre de Droit et d'Économie ("FACO")*, the *Institut d'Etudes Economiques et Sociales (I.E.S.)*, and in special courses given for Middlebury students at Reid Hall. Graduates take a course at the University of Paris X-Nanterre, at the *Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris (E.C.C.I.P.)*, and at Reid Hall.

Undergraduates make a tentative course selection in the spring, on the basis of course lists for the preceding year. Graduates will make their course selection during the summer session. Both undergraduates and graduates will receive more detailed academic information later. Final course information, including complete class schedules, will be available in Paris in September.

N.B. Undergraduate students may be limited to enrollment at two outside institutions other than Middlebury-Reid Hall, e. g., Nanterre plus one other.

GRADUATE DEGREE PROGRAM

After successfully completing three courses (3 units) at the summer session on the Vermont campus, M.A. degree candidates begin the academic year in France with a preliminary session offered by Middlebury during September and early October. During this preliminary session at Reid Hall, students are enrolled in two seminars designed to prepare them for advanced university work, and to introduce them to the methods and subject areas of the *mémoire*, a short thesis required of all Paris M.A. degree candidates. During the academic year following the preliminary session, graduate students earn the remaining eight units toward the twelve required for their degree. In addition to the *mémoire* (worth two units of credit), six additional units of course work are distributed in the areas of language, phonetics, literature, culture and civilization, or business French. Of the total of 12 units needed for the Paris M.A., students must complete FR 611 (or be granted a waiver of this requirement); 2 units in literature, 2 units in civilization, and the 2-unit *mémoire*. They may also test for certification of proficiency in phonetics. A maximum load is eleven units; a minimum load is seven units. There is no rebate for students who elect to carry less than the normal 9-unit load. Courses are as follows: at the University of Paris X-Nanterre, courses in linguistics, literature, cinema, theater studies, art history, history, and philosophy; at the Middlebury School in France, advanced language practice, civilization and literature; and by special

arrangement a course at *l'Ecole Commerciale de la Chambre de Commerce et d'Industrie de Paris*.

UNDERGRADUATE PROGRAM

A student's workload must be approved by the director. Students in the full year undergraduate program normally take the equivalent of nine Middlebury College course units for the academic year in France. A maximum load is eleven units; a minimum load is seven units. Middlebury undergraduates in a semester program earn five course units. There is no rebate for students who elect to carry fewer courses than the normal load.

Because an undergraduate student's home institution determines the number of credits awarded for work abroad, students are urged to consult with their advisers well ahead of time. Middlebury College considers a semester/academic year abroad equivalent to a semester/academic year in the United States. Please note that, although all courses in the program are designated FR (French) on transcripts issued by Middlebury College, subject matter may cover another discipline (political science, history, economics, etc.). Middlebury undergraduates **must** consult their adviser or department chair if they wish to count such courses toward their major or minor; any courses not approved as fulfilling specific departmental or distribution requirements will still count toward graduation.

Undergraduate students choose courses as follows: at the University of Paris X-Nanterre, courses in linguistics, literature, cinema, theater studies, art history, history, philosophy; at the *Institut d'Etudes Politiques* (if admitted), courses in social, economic, and political history and political science; at the *Faculté Libre de Droit et d'Economie*, courses in economics; at the *Institut d'Etudes Economiques et Sociales*, courses in social science, history, political science and economics; at the Middlebury School in France, advanced language practice, civilization and literature.

Undergraduates wishing to take studio art or music for academic credit toward a major or minor must submit a letter from their advisers confirming they have reached a level of performance sufficient to make semi-independent work in the foreign context both feasible and profitable. The adviser's letter should be submitted to the French Department in Middlebury when preliminary course selections are made, i.e., **not** upon arrival in Paris. The letter should also indicate the adviser's (or department's) readiness to assess and grade the student's performance and progress, and what number of contact hours should be sufficient to obtain one unit of credit (3 semester credit hours). The student will then be registered in a "500" course and every effort will be made to find facilities and on-site supervision to facilitate the student's project. Fees incurred will normally be covered up to the number of hours required for one unit of credit. N.B. The program does **not** cover the cost of lessons or studio work that is not preapproved for credit by the student's advisor or department chair.

REGISTRATION - UNIVERSITY OF PARIS X-NANTERRE

All students participating in the Middlebury program are registered at the University of Paris X-Nanterre in *Lettres Modernes*. There are two distinct registration procedures. The *inscription administrative* (matriculation) takes place early in September. You will be asked to fill out several forms before arriving in France as well as at

the *Assemblée Générale*, and the director of the School in France will effect this registration for you. The *inscriptions pédagogiques* (course registration) comes later; it is done by each student individually, and involves registering in specific courses in the various U.F.R. *(Unités de Formation et de Recherche)*, roughly equivalent to American departments.

Undergraduate students must have completed two full years of undergraduate study in an accredited American college to be admitted to *l'Enseignement Supérieur*, i.e., the French university system. The level reached at the end of two years of American college study is considered equivalent to the French *baccalauréat*, which is the degree required of French students matriculating for the first time in a French university. Like their French counterparts, Middlebury's undergraduates matriculate in *premier cycle*, and enroll in courses for the *première année*. In some cases, our undergraduates may be allowed to enroll in second year courses: majors in art history, for example, may be able to take more advanced art courses.
Graduate students holding the B.A. degree are considered to have an *équivalence* of the D.E.U.G. (*Diplôme d'études universitaires générales*), and are matriculated in the *troisième année*, or the beginning of the *deuxième cycle*, though in many cases it is recommended that they enroll in courses at the second year level. The American M.A. is generally considered equivalent to the *licence* given to French students who have successfully completed the third year of course work at the university level. The French *maîtrise* involves a fourth year of study, and most importantly, the defense of a thesis *(mémoire)*; for this reason the American M.A. degree should not be confused with the French *maîtrise*.

THE CONSORTIUM (UNDERGRADUATES)

Middlebury, Hamilton, Smith and Sweet Briar Colleges constitute a Consortium that supplements undergraduate courses at three institutions with specially organized *travaux dirigés* (T.D.). These classes of weekly section work complement the lecture courses *(cours magistraux)*.

At the ***Institut d'Etudes Politiques de Paris (Sciences Po)***, Middlebury year-long and fall semester undergraduates are registered in the *Programme International de Sciences Politiques et Sociales*, which offers courses for foreign students in political science, international economics and relations, and the social, economic and political history of France and the rest of Europe in the twentieth century. Admission to course work at *Sciences Po* is by dossier and examination (1996: administered in the spring of the previous academic year). We expect students admitted to *Sciences Po* to take at least two semester courses there (there is a limit of 3 courses a semester for students not preparing the *Diplôme:* see below).
The *Diplôme du Programme International* is a special degree awarded by the *Institut d'Etudes Politiques* to non-French nationals who have successfully completed a full course of study at *Sciences Po* (i.e. all courses for the year are taken at *Sciences Po)*. Due to the rigor of the program and the large amount of work involved, the *Diplôme* program is suggested only for highly-qualified and motivated undergraduate students, and represents a full courseload. The entrance exam is the same as for other foreign students wishing to take only a few courses in the *Programme International*. While the *Diplôme du Programme International* is excellent preparation for certain careers and professional schools, its demanding nature will give your year

abroad a decidedly academic focus.
The list of *Sciences Po* courses will be available in early spring.

The Faculté Libre de Droit et d'Economie ("FACO") offers courses in economics to a limited number of undergraduate students with majors in Economics or International Politics and Economics. The *FACO* is a private institution located near Reid Hall. Courses taken by our students in 1995-96 include *Théorie et pratique de l'économie internationale, Institutions et politiques européennes,* and *Les relations extérieures de la CE.* The approach in these courses is somewhat more historical than in their counterparts in the United States.

The Institut d'Etudes Economiques et Sociales *(IES or "Institut Catholique")* offers courses in the social sciences, history, politics and economics. In 1996-97, the Consortium selected a course on Islam.

MIDDLEBURY - REID HALL

A small number of courses considered complementary to those available at the University of Paris are organized for Middlebury students at Reid Hall. These courses are taught by French nationals and generally cover areas not dealt with at the university level, e.g., written and spoken language, advanced composition, general French history, and certain aspects of French literature and civilization.

L'ECOLE COMMERCIALE DE LA CHAMBRE DE COMMERCE ET D'INDUSTRIE DE PARIS (GRADUATES)

Middlebury graduate students with adequate preparation may enroll in a year course dealing with social and economic aspects of France, as well as French business concepts and language. This 2-unit course satisfies the FR 611 requirement and carries one unit in French civilization. At the end of the year, students take the examination for the *Diplôme Supérieur de Français des Affaires.*

ECOLE NORMALE DE MUSIQUE ALFRED CORTOT (UNDERGRADUATES)

Undergraduate Music majors attending the Program for the full year may, if their background is strong enough, enroll at the E.N.M. for courses in *solfège* and vocal or instrumental work, and in some cases sightreading, composition or theory. They must obtain a letter from the Music Department well in advance of the end of the spring semester, certifying their readiness to undertake this rigorous program, and the credit to be awarded for it by the department. Music courses and training are also available at the Schola Cantorum, for which the same letter should be obtained.

WORK PATTERNS

As a general rule, work patterns in courses at the university level in France are different from those in the U.S., which from a French perspective are reminiscent of high school. *It is assumed that students are now capable of taking considerable responsibility for their own intellectual development, and that they have both the intellectual curiosity and discipline to pursue, on their own, aspects of a course or of a topic that strike them as important and rewarding.* The professor is a guide and a facilitator, not a supplier of knowledge. At first you may think that very little is expected of you; it may be unsettling to find that many of your instructors do not distribute the kind of

syllabus you are used to, or in some cases any syllabus at all; nor will many of them propose specific assignments or required reading lists. There are likely to be relatively few graded assignments or *contrôles*, and those may be scheduled late in the term or year. Students should, therefore, evaluate a given course less according to the traditional American university criteria of quality of lectures and "fairness" of tests, and more by what they have been led to learn on their own initiative.

This is not to say that there are no bad courses in the French university system, but you should be sure to distinguish between dissatisfaction with a course, and dissatisfaction with your own effort to engage the topic.

One of the realizations you may reach this year is that you are, to a considerable degree, free to set your own priorities, and that what you get out of a course or an experience won't always be sanctioned by a grade, or by the grade you expect. These are crucial intellectual and cultural points that many American students miss each year, and which only make their adaptation to French higher education more difficult.

For more about work patterns at the French university level and specific course expectations, you will want to read carefully the *Avant-Propos* to the list of current year courses that will be distributed in the spring or summer; and of course you can do no better than to speak to your professors if you are in any doubt about course requirements or the nature of an assignment.

CREDIT

Middlebury-Reid Hall courses are one-semester courses, as are courses at *Sciences Po*. Many Nanterre courses (particularly at the graduate level) and some *FACO* and *IES* courses run from October to end-May. Note also that not all courses have the same unit value (see also Graduate and Undergraduate Programs below):

Middlebury courses	1 unit (semester courses)
Nanterre courses	1 or 1.5 units (semester or year courses)
Sciences Po courses (with TD)	1 unit (semester courses)
FACO courses (with TD)	1 or 2 units (semester or year courses)
IES courses (with TD)	1 or 2 units (semester or year courses)
ECCIP course	2 units (year course)

Full-year undergraduates should be aware that credit is awarded only upon completion of a full year of study. Year students who leave Paris in the middle of the year will receive an "F" for incomplete courses.

By special arrangement, graduates and undergraduates may act as "native informants" or *assistants bénévoles* at the undergraduate or senior high school level *(collège,* or *lycée)*. Interested graduate students have an opportunity to observe at the *Ecole Supérieure d'Interprètes et de Traducteurs (ESIT)* and to work with ESIT students trying to perfect their English. Highly qualified undergraduates may do a tutorial internship in the spring with Internships in Francophone Europe (IFE). All of these can provide worthwhile experiences, but only the IFE *stage* carries credit.

ACADEMIC RECORDS

In accordance with the Family Educational Rights and Privacy Act of 1974, also known as the "Buckley Amendment", students or former students of Middlebury

College have the right to inspect all educational records placed in their files after January 1975, unless they have waived that right. The Language Schools maintain several different types of student records:

Academic Records — a transcript for each student is kept in the office of the director of academic records of the Language Schools. The transcript contains grades and related academic information plus such notations as graduated, withdrew, and degrees received.

School Records — the School offices keep applications, correspondence, brief memoranda of conferences with students, and evaluations of students' work by instructors, when they judge that such information may be useful or necessary in giving continuing counsel. Letters of recommendation written in support of a student's application can not be used for any other purpose.

For purposes of legitimate interviews and letters of recommendation, students may authorize the use of educational academic records (information on the transcript), the School's non-academic records, and disciplinary records, if any. If students authorize the use of academic records for legitimate inquiries, i.e., security clearance or job references, the School office may also indicate to inquirers the names of administrators and instructors who might act as further references. Other inquiries will not be answered without specific written permission in each case from the student.

CREDIT VALIDITY

All credits and units to be applied to a Middlebury degree expire after ten years, whether earned at Middlebury College or transferred from another institution.

TRANSCRIPTS (GRADUATES AND NON-MIDDLEBURY UNDERGRADUATES)

Transcripts must be requested by the individual student in writing from the Director of Academic Records, Sunderland Language Center, Middlebury College, Middlebury, Vermont 05753. The first official transcript ever requested is issued without charge. A fee of $5.00 is charged for each subsequent request whether for one session or for succeeding sessions. There is a charge of $1.00 for each additional transcript requested to be sent to the same place at the same time. No transcripts are issued to students who are financially indebted to the College until satisfactory arrangements have been made with the Comptroller. Transcript request forms are available in the School in France office (Reid Hall). The Middlebury College Language Schools do not calculate grade point averages or class rank.

AUDITING

The School in France does not permit non-enrolled students to audit courses.

MIDDLEBURY LANGUAGE PLEDGE

To take full advantage of their stay, students are expected to maintain the spirit of the Middlebury language pledge to speak only French. We expect French to be used at all times in the School's Paris office, except in emergency consultations with the director. (See also "Speaking French," above.)

CLASS ATTENDANCE

In order to benefit fully from your experience abroad, it is imperative that your presence be continuous and your participation active. Attendance is, therefore, expected throughout your courses, with travel or other absences limited to weekends and official holidays. Visits by parents, relatives, or friends do not constitute a valid excuse for not attending classes.

You will be receiving a detailed academic calendar indicating examination dates, university vacations, and legal holidays early in the summer. Early submission of course work is not an excuse to leave early, nor should work be submitted after the end of a course. Exceptions must be requested of the director of the School in France, specifically, and in advance. Failure to adhere to these regulations may result in a lower grade, or failure in the course.

HONOR CODE

Work submitted must be your own. For written work, you may consult friends or native speakers about a very limited number of grammatical problems, but your work may not, in any way, be corrected or rewritten by others. Exceptions to this rule must be made explicitly by the instructor and/or director, and must apply to all students. Students who violate the honor code may be dismissed from the program. You are strongly encouraged to ascertain the format in which faculty expect quotations from secondary sources.

PLAGIARISM

The following is an excerpt from the *Middlebury College Handbook*.

"Plagiarism is passing off another person's work as one's own. It is taking and presenting as one's own the ideas, research, writings, creations, or inventions of another. It makes no difference whether the source is a student or a professional in some field. For example, in written work whenever as much as a sentence or key phrase is taken from the work of another without citation of the source, the issue of plagiarism arises.

Paraphrasing is the close restatement of another's idea using approximately the language of the original. Paraphrasing without acknowledgement of authorship is also plagiarism and is as serious a violation as unacknowledged quotation.

The maximum penalty for first offense plagiarism is suspension for one year; in cases of repeated offense, the suspension may be indefinite. The minimum penalty is no credit in the unit of work in which plagiarism has occurred and the unit in question must be graded an F. The instructor may treat this F as a zero for the purpose of determining the student's course grade. No opportunity may be granted to make up or otherwise fulfill the requirements of the unit of work involved. A student suspended from the College for plagiarism may not transfer to Middlebury course credits earned at other institutions during the period of suspension.

The individual student is responsible for ensuring that his or her work does not involve plagiarism. Ignorance of the nature of plagiarism or of College rules may not be offered as a mitigating circumstance."

STUDENT CONDUCT

The College reserves the right to dismiss from the School in France any student

whose behavior:

- is physically aggressive or destructive of property, or violates the dignity or rights of others;
- presents a clear danger to himself or herself, or to other members of the community;
- violates the laws of the host country, including those that relate to use, possession or distribution of drugs or alcohol;
- disrupts the educational function of the program, or is otherwise detrimental to its operation, either internally or vis–à–vis the host country and affiliated institutions;
- demonstrates inability to participate constructively in the program.

The director is responsible for disciplinary action. The director will review information pertinent to the situation, and may choose to consult with other members of the administration or faculty in reaching a determination regarding disciplinary action. The director may issue a written warning, or place a student on probation if he/she judges that the circumstances do not warrant immediate dismissal. Dismissal is accompanied by notification of undergraduate students' home institution, and the parents of dependent students.

HARASSMENT

Among those actions that will be construed as violations of the dignity or rights of others are incidents of harassment, which Middlebury College has defined as "verbal or physical conduct which, on the basis of sex, sexual orientation, race, religion, national origin, age, or physical ability, has the purpose or effect either of interfering with an individual's educational or work performance or of creating an intimidating, hostile or offensive educational, work or living environment."

DROP/ADD, WITHDRAWAL, AND INCOMPLETE GRADES

Students may add courses without penalty during the initial two weeks of each semester course (four weeks for full-year courses), and withdraw from courses during the first seven weeks (specific deadlines will be listed in the School in France academic calendar). Permission of the director is required in both cases. Please note that normally **no** courses at the University of Paris X-Nanterre or the *Institut d'Etudes Politiques* can be added after the *inscription pédagogique*.

A grade of incomplete may not be given without the approval of the director of the School. There must be a clear understanding between the faculty member and the student as to the conditions under which the incomplete grade is to be removed. Students who wish to petition for an incomplete grade are required to complete a special form available in the School office. All incomplete grades must be made up by the following April 30 for fall courses, and by November 30 of the following academic year for spring and year-long courses. Graduate students who have been authorized by the director to receive an Incomplete for the *mémoire* should be aware that once the paper is submitted the final grade may be lowered at the director's discretion.

Students must allow sufficient time for the material to reach the School office by those dates. If incomplete work has not been received by the deadline, the grade for the course automatically becomes an "F" on the student's transcript. It is the

responsibility of the student to make sure that this deadline is respected: no warnings will be sent by the School to the student.

N.B. Do not send work directly to the professor. Incomplete work should be sent **either** to the French School, Middlebury College, Middlebury VT 05753, or to the director of Middlebury College School in France, 4, rue de Chevreuse 75006 Paris, France. We recommend that you **keep a copy of any material** you send. It is the student's responsibility to ensure that the material has arrived.

WITHDRAWAL FROM THE PROGRAM

An M.A. candidate who withdraws from the School in France, for any reason, may complete the degree only through further study at the School in France, or on the Vermont campus. In the latter case, the distribution requirements for the M.A. as obtained in Vermont apply. Any student who withdraws from the program must write a letter to the director of the Language Schools citing the reasons for the withdrawal, and Middlebury undergraduates should write as well to the dean of students.

REFUNDS

Students who withdraw voluntarily from the School shall forfeit all fees. Students who are forced to withdraw, after registration, for medical reasons (certified by a physician), or serious emergencies shall forfeit the enrollment deposit, but may receive refunds, on a semester basis, for any additional amounts paid as indicated below.

Before the end of the second week of the program: 60% refund of additional amounts due and paid

Before the end of the fourth week of the program: 20% refund of additional amounts due and paid

After the end of the fourth week of the program: no refund.

Applications for refunds should be submitted in writing to the director of the School. To the extent granted, refunds will be remitted by check from the Comptroller to the person who paid the charges.

To the extent any refund authorized represents in whole or in part the proceeds of a student loan, remittance of all or any portion of the refund will be made by the College to the lender or holder of the loan first. In this event the student will be given written notice of such disbursement made on his or her behalf out of the proceeds of the refund.

REAPPLICATION AFTER WITHDRAWAL

Students who wish to reapply after having withdrawn, or having been asked to withdraw for medical or psychological reasons should submit, with their reapplication, a letter from their most recent physician or psychotherapist indicating that they are prepared to undertake an intensive program of study, and noting what ongoing care may be necessary.

GRADES AND TRANSFER OF CREDIT

Since European universities do not use the same system of grades and credits as

U.S. institutions, students receive American equivalent credits and grades as established by the director of the School in France.

Grade reports for summer work at the French School are sent to the director in Paris for distribution to students. Students receive their grades for work in France as follows:

FULL YEAR: Students studying abroad for the full year receive unofficial grades for the fall semester from the director of the School on request. Grades for the full year are mailed to students' permanent mailing addresses in late July.

SINGLE SEMESTER: Grade reports for undergraduate students studying abroad for a single semester are mailed to their permanent mailing addresses after the end of each semester.

Students who wish to appeal a course grade should do so through the director of the School in France, stating the reasons and submitting copies of all relevant materials. Any subsequent appeal must be made through the director of the Language Schools, whose decision is final. *Appeal must be made during the six months following receipt of the grade.*

Grades are automatically recorded on the student's Middlebury College transcript. Other institutions will NOT automatically be notified of grades earned abroad. Students who wish to have copies of their official transcripts sent to their home institutions must submit Transcript Request Forms (available in the School in France office) to: Director of Academic Records, Sunderland Language Center, Middlebury College.

FAILURES

Graduate units may not be transferred to make up for courses failed while the student is enrolled in the French School or the School in France. Students forfeit as many possibilities of transfer credit as they have failing grades (e.g., if one course is failed, the student may transfer only two units of credit instead of the usual three).

Please note that a student who receives a failing grade may be denied further participation in Middlebury's program whether on the Vermont campus or in Paris.

COMMENCEMENT

The 1998 Language Schools Commencement will be held Friday, August 14, in Mead Chapel on the Vermont Campus. Commencement questionnaires are sent to the School office to be completed by all students expecting to receive an M.A. degree in August. Return these forms by May 1 to the Office of Academic Records, Middlebury College Language Schools, to ensure that a diploma will be prepared.

Middlebury undergraduate students who expect to complete the requirements for the B.A. degree at the end of their term of study in Paris should not expect to receive the diploma with their graduating class, as grades for their work may not be received in time.

FURTHER GRADUATE STUDY

Students wishing to continue their studies in France should undertake the *réinscription* process **early** in the spring semester, by contacting the *Services de Scolarité* of the branch of the university they wish to attend. The process will involve, among other things, the establishment of an *équivalence* for their M.A.

Those planning to apply to an American graduate school may wish to contact the Commission Franco-Américaine, 9 rue Chardin, 75016 Paris (01.45.20.46.54), for information on the GRE's/LSAT's, and to consult (for a fee) their documentation on graduate schools. Call ahead for open hours and registration procedures. NB. It is possible to take the GRE's and LSAT's in Paris; the registration deadline for the December session is early November.

As with continued study in France, we urge you to find out how your M.A. will be counted toward further graduate study in an American graduate school before making a final decision.

GRADUATE PLACEMENT AND FELLOWSHIPS

We recommend that graduate students make an appointment at the career services office early in the summer of application, in order to learn about the services offered.

Information about assistantships sponsored by the French Government is available from the French Consular Services nearest your place of residence, and should be requested before you leave, since in many cases application must be made well in advance. Applications for 1998-99 Fulbright scholarships and teaching assistantships in Europe have an August 1, 1997 deadline.

Undergraduates Returning to Middlebury

CHANGE OF STATUS

All requests by Middlebury undergraduates for changes in their enrollment status in a school abroad must be submitted on a change of status form, **signed by the director of the school abroad**, to the Dean of Students Office no later than one week before spring registration on campus. This includes both requests from students enrolled in a school abroad for the full year who wish to return to Middlebury for the spring semester, and requests from students enrolled in a school abroad for one semester who wish to extend their stay for the full academic year, or to transfer to another Middlebury School abroad.

Students who wish to return to Middlebury for the winter term as well as the spring semester must submit their change of status form, signed by the director of the school abroad to the Dean of Students Office no later than November 1. (N.B. returning from Paris for winter term would result in failure of fall courses in which the student enrolled in Paris, as these courses do not end until the end of January.)

The College and the schools abroad may not be able to accommodate requests for changes in status submitted after these deadlines, in which case a student who wishes not to remain abroad would be required to withdraw from the College for the remainder of the year.

The director of the school abroad will supply a copy of each change of status form to the Director of Academic Records at the Language Schools.

COURSE REGISTRATION

Middlebury undergraduates returning to the College will be able to register for the following term's courses through the director of the school abroad. After contacting the director of the school abroad for registration information, students may submit the registration form to the director, who will forward it to the Dean of Students Office on the Middlebury, VT campus.

Registration information will be available in the office of the director of the school abroad at the end of October for students returning to the Vermont campus for the Spring Term and at the end of March for students returning to the Vermont campus for the Fall Term. The director will set a deadline for receipt of the registration forms in order for them to be sent to the Vermont campus prior to registration.

Students who have access to the world wide web may register directly on the Middlebury Automated Registration System (MARS). Up-to-date catalogue copy, course/exam schedule and the MARS registration form can be found via the Middlebury College Home Page at http://www.middlebury.edu.

It is your responsibility to check course availability and any special course requirements (i.e. "waiver required" courses, prerequisites, etc.) and to write to the appropriate department chairs well ahead of time for any special authorization you may need. Even senior majors may be excluded from courses if they have neglected to do so. If you are considering writing a thesis or senior essay, you would be particularly well-advised to communicate with your academic adviser or your department chairperson early in the term to find out when proposals are due and what source materials you might be gathering while you are still abroad. Remember that students who have past due accounts will be blocked from registering, so be sure that your account is clear prior to registration. Contact the Comptroller's Office for personal account information.

ROOM DRAW

Room draw for housing for the next academic year takes place in April. It is up to you to write to the dean of students office to confirm your plans to return to campus. Students who are abroad can either ask a friend to proxy for them in the open room draw or can indicate their housing preferences to the assistant director of residential life and ask her to serve as their proxy.

Please make sure that your finances are settled prior to room draw, as unpaid fees jeopardize your eligibility to participate in room draw.

Information about room draw will be posted on Middlebury's web site at http://www.middlebury. edu and sent to students who are abroad on Middlebury programs via Flannet. Contact Wendy Russell at wrussell@middunix.middlebury.edu or phone: 802-443-5386 with any questions.

Academic Interest Houses: If you are interested in living in one of the academic interest houses, please contact the chair of the language department to indicate your preference. These houses include *Le Chateau* (French), *Perkins Spanish House*, and *Henckels German House*. If you wish to live in Le Chateau, the director of the school in France will forward your room choices to the chairperson of the French department. If you would like to be considered for the Chateau RA position, write directly to the chairperson of the French Department.

If you are interested in *Weybridge Environmental House* please contact Steve Trombulak, for the *PALANA Center* please talk to Leroy Nesbitt.

Off Campus: Students interested in applying to live off campus senior year should write to the assistant director of residential life no earlier than February 1 and no later than March 1. Confirmation of your status will be sent to your home address after off campus housing assignments are made in mid-March.

Social Houses: If you are a social house member and would like to live in your house, please contact the president of your social house by March 31.

Substance Free Housing: If you are interested in substance free housing, please notify your proxy or the assistant director of residential life. Substance free housing is available within each commons.

CAMPUS JOBS

If you wish to be considered for a campus job — dorm resident, headwaiter, work-study assistant, or other — you should indicate your interest to the appropriate Middlebury office as early as possible.

COMING HOME

CULTURE SHOCK *REDUX*

It will be exciting to go home and see your family and friends, and to return to your home institution or job. Be prepared, though, to find that the more "familiar" the surroundings and situation to which you return, the more you may suffer from a new and quite unexpected form of culture shock. Having grown used to a different way of doing and seeing things, you will find many aspects of American life irritating, constraining, or unenlightened. Your friends and associates will not have changed and developed as you have; they may not seem to appreciate the importance of experiences they haven't shared.

For some students, the difficulties of readjusting to the home culture are even greater than the *dépaysement* that attended the first weeks in the foreign country. To help you get through this unsettling period, we can only suggest that you spend time with friends or colleagues who have just returned from abroad, and try to build on your shared experience: organizing a photo exhibit, helping to prepare others for their foreign study or visit to France, writing about your stay, compiling a list of *bonnes addresses* are some ways of getting over reverse culture shock — or rather of coming to terms with the idea that you can now make some claim to

two cultures.

LAST WORDS

"I went away a sophomore and came back an adult." Study abroad is a very special time of learning and personal development. What you yourself bring to it will make the difference in your approach to your studies, and in your willingness to explore and to understand other ways. Remember, though, that the fact you are an American or even a foreigner does not make you perforce of interest (as most international students at U.S. universities find out). On the contrary, if you make the effort toward integration that we expect of you, you will almost surely encounter occasional anti-American sentiment. Don't be discouraged by such reactions: they are the exception rather than the norm.

Getting to know the French can be difficult because their notion of privacy runs deeper than ours, but once you get to know them, you may also find their notion of friendship is more lasting than what one often encounters in the States.

Above all, do not forget that you are going abroad to be in a foreign country, and that you have not really been away until you come home. So do not take stock too soon. *Bon courage!*

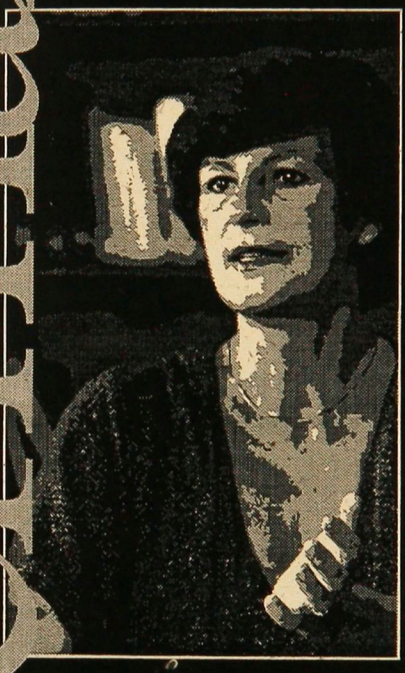
NOTES

MIDDLEBURY

The Language Schools

COLLEGE

German



SUMMER 1997

ACADEMIC YEAR ABROAD 1997-98

The German School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5510
FAX: (802) 443-2075
LANGUAGES@MIDDLEBURY.EDU
HTTP://WWW.MIDDLEBURY.EDU/~LS

Summer 1997

Seven-Week Session
(including German for Singers)
June 27 - August 15
Total: $4,385
(Tuition $2,860; Board $1,090; Room $435)

Six-Week Graduate Session
July 3 - August 15
Total: $4,290
(Tuition $2,860; Board $1,030; Room $400)

Three-Week Summer Institute for Teachers of German
Total: $1,675
(Tuition $960 per unit; Board $515; Room $200)

The School in Germany
Graduate and Junior Year Programs
(Tuition: Full year $10,930; Semester $5,580)

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Letter from the Director

Welcome to all of you who are holding this bochure in your hands right now! Even though this booklet looks like a catalogue, it really is more like a passport or flight ticket into a foreign territory. The foreign territory in this case includes all German speaking countries, and the ticket invites you to immerse yourself totally in their cultures and language. What makes this invitation so exciting (and this catalogue comparatively voluminous) is the fact that we offer you many different passages into the foreign German territories: We have flights for the totally uninitiated, for those who have some experience, and for those of you who "have been there" many times. We offer programs for beginners and undergraduates, for graduate level Master's and Doctor's candidates, for teachers and — for the first time this year — for singers.

Our program is based on a proven record. Since 1915 the Middlebury College German School has achieved a prestige and reputation that is unrivaled in the United States. Its success is based on three major factors: We have carefully guarded the basic formula — an environment dedicated solely to German language , literature and culture studies. At the heart of these studies is the Middlebury language pledge and an extra-curricular program which provides a wealth of culturally authentic contexts. Secondly, we have changed with the times. We have individualized and enriched our course offerings. We have placed new emphasis on German Studies and teaching methodologies, and we have introduced new technologies and ways of testing into our teaching. As you leaf through this catalogue, you will sense the richness of the program. Finally and most importantly, we have always been able to attract a first-rate, caring faculty who guarantee the quality of our endeavor. I would be remiss if I did not take this opportunity to thank all the pilots, the ground crew and especially the former pilot-in-charge, Konrad Kenkel, and my co-pilot Karl Obrath for their dedication and hard work.

When I invite you to soar with me over the Green Mountains of Vermont, I know you will be in expert and caring hands. Come and join us in the "Middlebury Experience!"

Jochen Richter

German at Middlebury

The German School offers its students a variety of programs during the summer, including intensive language training from beginning to advanced levels, and graduate programs leading toward the M.A. or D.M.L. degree. The School in Germany has programs designed for undergraduates wishing to spend their junior year in Mainz and for graduates who complete their M.A. degree with an academic year in Mainz.

Graduate Degrees

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education.

Students must successfully complete a preliminary summer in Vermont before being officially accepted to degree candidacy. A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

The M.A. degree in German requires twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a summer in Vermont and an academic year in Mainz. It is designed as a broadly-based program of study in itself, rather than as the first stage of a doctoral program.

Degree Requirements: Students who wish to complete the M.A. degree over a series of summers on the Middlebury campus must take the following seven courses: *Advanced Language Practice* (if not exempted); *Introduction to Literary Scholarship*; one linguistics course; two courses in area studies, including art history, philosophy, music, economics, history, or sociology; one course in methodology, including *Methods of Teaching German as a Foreign Language, Methods of Teaching Literature,* or *Methods of Teaching "Landeskunde;"* one seminar in which the student has to write a *Proseminararbeit* (15-20 pages).

The remaining five courses may be concentrated in one or two areas: literature, linguistics, or civilization. One of these must be a seminar in which the student writes a *Seminararbeit* (20-25 pages). The seminar which includes the *Seminararbeit* may be taken as early as the second summer, and should be taken no later than the third. Students normally write the *Proseminararbeit* before the *Seminararbeit.*

The director or dean may waive *Advanced Language Practice* on the basis of demonstrated proficiency to allow a student to take another course.

Students planning to complete the M.A. through the program in Mainz must take *Introduction to Literary Scholarship*, a seminar which includes a *Proseminararbeit*, and a third course during the required preliminary summer in Vermont. It is strongly recommended that the third course be a survey course in literature, history, or philosophy.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in German is a prerequisite for entrance to the D.M.L. program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; three graduate courses in a second language (French, Italian, Russian, or Spanish); a comprehensive written and oral examination in German; residency abroad; proof of successful teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus, during which they enroll for credit in two advanced graduate courses in German and write a qualifiying paper.

Inquiries about the D.M.L. program should be addressed to the director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753-6131.

Credit

Credit is defined in terms of *units.* One unit equals three semester hours.

Undergraduate courses in the seven-week session (levels 100-300) award three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Auditing

Individuals who are not full-time students may occasionally audit upper-level courses with the permission of the director of the German School. Auditing is not permitted in levels 100-300, nor are students in those courses permitted to audit courses in other schools. Total auditing costs per week are $1,045 (tuition $640; room and board $405).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer of 1998 and the academic year 1998-99 will accompany admissions materials published by the Language Schools in November, 1997.

Enrollment

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1997, of their decision to cancel their enrollment. After May 1st, and until registration at the summer session, students who cancel will forfeit the enrollment fee, but will receive a refund for any other tuition payments which have been made. Other refunds are subject to the schedule in the *Language Schools Handbook* mailed to enrolled students in May.

The extra course fee for the six week session is $960. Permission to register for a fourth unit of credit must be requested in writing before the beginning of the session.

Application and Admission

Application materials for the 1998 summer session and the the 1998-99 academic year abroad will be available in November 1997 from:

The German School
Sunderland Language Center
Middlebury College
Middlebury, VT 05753
802-553-5510
languages@middlebury.edu

Admission is for one summer only, and admission to one of the Language Schools is entirely separate from admission as an undergraduate to Middlebury College.

Administration, Faculty, and Staff

Director: JOCHEN RICHTER. Professor of German, Allegheny College. Ph.D., Syracuse University.

Associate Director: KARL OBRATH. Associate Professor of German, University of Cincinnati. Ph.D., University of Cincinnati.

Faculty

ANA DJUKIC-COCKS. Assistant Professor of German, Hood College. Ph.D., University of Cincinnati.

WOLFGANG DÜSING. Professor of German, Johannes Gutenberg-Universität Mainz. Dr. phil., Universität Köln.

ROMAN GRAF. Assistant Professor of German, Middlebury College. Ph.D., University of North Carolina.

MARGARET HAMPTON. Professor of German, Earlham College. Ph.D., Case Western Reserve University.

ANDREAS HÄRTER. Dozent für deutsche Sprache und Literatur, Universität St. Gallen. Dr. phil., Universität Zürich.

KARL-HEINZ HARTMANN. Dozent für deutsche Sprache und Literatur, Freie Universität Berlin. Dr. phil., Freie Universität Berlin.

HOLLY HUGHES. Chair, Coach-Accompanying Program, University of Florida. Artist in Residence, Mozarteum/Salzburg.

BRITTA KALLIN. Teaching Assistant in German, University of Cincinnati. M.A., University of Cincinnati and Staatsexamen, University of Hamburg.

ASTRID KLOCKE. Associate Instructor of German, Indiana University. A.B.D., Indiana University.

GUNHILD LISCHKE. Senior Lecturer of German, Cornell University. 1. und 2. Staatsexamen, Universität Hamburg.

JUDITH MAIWORM. Co-Director of Program Department at Goethe Institute, New York. M.A., Universität Konstanz.

REINHARD MAIWORM. Co-Director of Program Department at Goethe Institute, New York. M.A., Universität Tübingen.

RENATE MÖHRMANN. Professor of Film Studies and German, Universität Köln. Ph.D., City University of New York.

ROLF NIEDERHAUSER. Freier Schriftsteller. Lizenziat Wirtschafts- und Sozialwissenschaften, Universität Basel.

CAROLYN OSTERMANN. German Teacher, Western Reserve Academy. M.A., University of Cincinnati.

CHRISTOPH PRANG. Teaching Assistant, University of North Carolina. M.A., University of Cincinnati.

JAMES SCOTT. Professor of German, Lebanon Valley College. Ph.D., Princeton University.

BRENDA SMITH. Director of German for Singers, Director of Vocal Studies, Manatee Community College. D.M.A., University of Maryland.

CHRISTOPHER WICKHAM. Assistant Professor of German, University of Texas at San Antonio. Ph.D., University of Wisconsin, Madison.

Assistants

CHRISTINE BROWNE
SONJA PATE
GEOFFREY SCHOOLAR

Administrative Staff

KAREN ANDREWS, Coordinator

Seven Week Intensive Language Sessions

GN 101-102-103 Elementary German
Lischke (coordinator), Kallin, Prang

Daily activities include four hours of classroom instruction, plus additional work in the language laboratory and computer center. Emphasis will be placed on the grammatical structures of German as well as on conversation and correct pronunciation. Reading comprehension skills are introduced through primary texts, including literature. Throughout the program, audio-visual presentations supplement regular classroom activities.

Required texts: Möller/Liedloff, *Deutsch heute*, 6th ed. (Houghton Mifflin). Additional materials will be made available.

Note: All students who have prior knowledge of German and want to be placed beyond the Elementary German level (101-102-103) are required to take an analytical placement examination involving all four skills. On the basis of the test results, students will be advised concerning their course selections.

GN 198-199-200 Early Intermediate German

Hampton (coordinator), Scott

The successful completion of this course corresponds to the equivalent of second and third semester German. The active use of all major points of basic grammar and vocabulary is stressed in order to bring students to a common working level in the four skills. During the second half, a greater emphasis will be placed on the development of writing skills and reading strategies with appropriate cultural and literary texts. Audio-visual materials supplement the four hours of daily classroom instruction. Listening comprehension and pronunciation practice require the use of the language laboratory.

Required texts: Salauen, *Weiter! Grammatik; Weiter! Reden und Schreiben* (Wiley and Sons); Kosssuth/Antal, *Alte Legenden und Neue Literatur* (Holt, Rinehart and Winston).

GN 201-202-203 Intermediate German

Djukic-Cocks (coordinator), Graf, Ostermann, Scott

This is an integrated program consisting of four hours of classroom instruction and some work in the language laboratory. To develop the four skills, students take three basic courses; Grammar Review, Composition and Conversation, German Culture and Life, plus one literature module for each half of the term.

Required texts: Wells, *Handbuch der deutschen Grammatik,* 2nd ed. (D.C. Heath); Crowner/Lill, *Impulse* (Houghton Mifflin); Lixl-Purcel, *Rückblick: Texte und Bilder nach 1945* (Houghton Mifflin); Spaethling/Weber, *Literatur Eins* (W.W. Norton); Friedrich Dürrenmatt, *Der Besuch der alten Dame* (Houghton Mifflin).

GN 301-302-303 Advanced German

Wickham (coordinator), Scott

The courses on the 300 level are designed as an integrated program for language learning.

GN 301 Advanced Grammar and Communication meets two hours per day to analyze and practice advanced grammatical structures, to provide intensive written and oral language training, to offer insights into the German ways of perception, and to teach strategies of communication and

language learning. For this course, some additional language and computer laboratory work is required.

Required texts: Dippman, *A Practical Review of German Grammar,* 2nd ed. (Prentice Hall); Behal-Thomsen/Lundquist-Mog/Mog, *Typisch deutsch?* (Langenscheidt).

GN 302 Modern German Literature uses short German prose to enrich the cultural context, to increase vocabulary, to reinforce grammatical and communicative structures, and to introduce methods of literary interpretation.

Required texts: Turneaure, *Im Spiegel der Literatur* (W.W. Norton).

GN 303 German Culture and Society introduces contemporary German culture and some historical background to increase vocabulary, to reinforce grammatical and communicative structures, and to facilitate a better understanding of German culture and society.

Required texts: Luscher, *Deutschland nach der Wende* (Verlag für Deutsch), and additional materials.

Note: Students at the third level are encouraged to take the examination *Zertifikat Deutsch als Fremdsprache* administered through the Goethe Institute in Boston, for a small additional fee.

GN 401-410-444 Advanced German II

Klocke (coordinator), Obrath

The courses on the 400 level are designed as an integrated program for language learning.

GN 401 Stylistics, Expository Writing, and Communication is conceived as the core course of the 400 level program. It meets two hours daily and aims at strengthening the student's ability to write and speak German at an advanced level. A reader with literary texts and expository prose will be used to enhance the students' understanding and usage of complex linguistic structures, of elements of style, and of different applications of German in its cultural context. Lectures, films, and other cultural events of the German School will be incorporated into the course.

Required texts: Rug/Tomaszewski, *Grammatik mit Sinn und Verstand* (Klett).

GN 410 Literature and History

Literature accompanies history and often even anticipates it. The course will focus on the ways in which literary works reflect German history. Special consideration will be given to the depiction, presentation, criticism, and satirization of history in literature. The featured periods will be the new beginning and the restoration, the crises in the sixties and seventies, the division of Germany, and its unification.

Required texts: Hannes Krauss (ed), *Vom Null-punkt zur Wende. Deutschsprachige Literatur 1945-1990* (Klartext).

GN 444 Germany in the 20th Century

The first half of the course is designed as an overview of German culture starting with World War I and leading to the social and economic challenges Germany is facing at the turn of this century. We will read contemporary and historical texts, watch films, look at slides of cities and landscapes, art and architecture, watch and read German news, and travel to Germany on the internet. During the second half, students will work on individual projects, presenting work-in-progress reports in class. These projects will allow students to research areas of their interests in depth.

Required texts: All reading materials will be made available.

Students at the fourth level are encouraged to take the examination *Zentrale Mittelstufenprüfung* administered through the Goethe Institute in Boston for a small fee.

German for Singers

The German for Singers program includes two basic components. A language component provides two hours of instruction each day in grammar and conversation, at a level appropriate to the student's proficiency as demonstrated on a placement test. Special attention will be given to German diction, conversational style, and poetic interpretation. For the language portion of this program, two units of credit are awarded, and the courses are offered on four levels. They are:

GN 105-106 Elementary German for Singers

Ostermann (coordinator)

Daily activities include 2 hours of classroom instruction, plus additional work in the language laboratory and the computer center. Emphasis will be placed on the grammatical structures of German, conversational survival skills, diction and pronunciation, as well as music vocabulary.

Required Texts: Möller/Liedloff, *Deutsch heute*, 6th ed. (Houghton Mifflin); Barber, *German for Musicians* (Indiana University Press); plus additional materials.

GN 205-206 Intermediate German for Singers

Djukic-Cocks (coordinator)

Daily activities include 2 hours of grammar review and conversation and composition practice in order to develop the 4 basic language skills. Pronuciation and diction are an integral part of this course, which also requires some activities in the language laboratory and the computer center.

Required Texts: Wells, *Handbuch der deutschen Grammatik*, 2nd ed. (D. C. Heath); Crowner, *Impulse* (Houghton Mifflin).

GN 305-306 Advanced German for Singers

Wickham (coordinator)

Advanced Grammar and Communication meets two hours per day to analyse and practice advanced grammatical structures, to provide intensive written and oral language training, to offer insights into the German ways of perception and to develop communication and reading skills. Some additional work in the language laboratory and computer lab is required.

Required Texts: Dippman, *A Practical Review of German Grammar*, 2nd ed. (Prentice Hall); Behal-Thomsen/Lundquist-Mog/Mog, *Typisch deutsch?* (Langenscheidt).

GN 405-406 Advanced German for Singers II

Klocke (coordinator)

Stylistics, Expository Writing and Communication meets two hours per day andaims at strengthening the student's ability to write and speak German at an advanced level.

Required Text: Rug/Tomaszewski, *Grammatik mit Sinn und verstand* (Klett).

The music performance component of the German for Singers Program carries one unit of credit. The course is structured as a daily two hour seminar on German culture and music history. This seminar includes active participation in the singing of the material discussed. Together, the language and performance components will provide a context for the musical interpretation of song, operatic, and oratorio literature. Participants in the program will enroll in one of the following four courses to complement their language component.

GN 104 Elementary German for Singers: Music Theory/Practice Smith + staff
GN 204 Intermediate German for Singers: Music Theory/Practice Smith + Staff
GN 304 Advanced German for Singers: Music Theory/Practice Smith +Staff
GN 404 Advanced German for Singers: Music Theory/Practice II Smith + Staff

For a complete description of the program see the special brochure, German for Singers Program.

Six Week Graduate Program of Studies

A normal load is three courses per summer, to be selected in consultation with the director or associate director. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency. All new students are required to take a placement. test Only courses designated as **seminars** may be taken to write a *Proseminar* - or *Seminararbeit*.

Language and Text Analysis

GN 601 Advanced Language Practice Richter
8:00
The course will provide intensive practice in written and spoken German. It will review specific grammatical problems, address selected stylistic areas, and concentrate on the writing of expository prose with special emphasis on writing research papers. The course will be targeted to address the individual needs of the participants.

Required texts: Buscha, *Deutsches Übungsbuch* (Langenscheidt); Wahrig, *Deutsches Wörterbuch* (dtv). Duden, *Das Stilwörterbuch* (Langenscheidt)

GN 619 Applied Linguistics for the Teaching of German Härter
(3-week course, 7/2 - 7/23)
3:00 - 5:00
The course introduces some theoretical linguistic principles necessary for foreign language teachers and explores specific topics relevant to the teaching of German. Topics include phonetics, semantics, different models of grammar, a survey of *Die deutsche Rechtschreibereform*, and other aspects of German.

Required texts: to be decided and prepared handouts.

German Studies - Culture and Society

GN 643 Literature and Politics during the German *Klassik* (Seminar) Düsing
11:00
Using three major literary texts from the *Klassik* period, the course will explore how literature reflects politics and the social realities at the turn of the 18th century.

Required texts: Goethe, *Unterhaltungen deutscher Ausgewanderten* (Reclam UB 6558); Schiller, *Maria Stuart* (Reclam UB 64) and *Erläuterungen und Dokumente* (Reclam UB 8143); Schiller, *Wilhelm Tell* (Reclam UB 12) and *Erläuterungen und Dokumente* (Reclam UB 8102).

GN 640 Switzerland - the Inner Rim of Europe (Seminar) Niederhauser
10:00
The course will explore the history and culture of Switzerland with special emphasis on 20th century topics such as neutrality, the role of Switzerland during World War II, Switzerland and Germany, Europe, Swiss identity.

Required text: to be announced

GN 636 The Transformed Text: Literature as Film Möhrmann
[May be counted as literature course]
(3-week course, 7/2 - 7/23)
1:00 - 3:00
Using short German prose texts, the course will demonstrate that film is more than a mere illustra-

tion of the written word. The analysis will concentrate on film-specific elements such as image, sound, and dialogue and will give insights into the work of the "new German wonder women" film directors. The individual films can be used as models for teaching German film on high school or college level.

Required texts: Brecht, *Die unwürdige Greisin und andere Geschichten* (Suhrkamp, # 1746); Peter Handke, *Die linkshändige Frau,* (Suhrkamp, # 560); Kleist, *Die Marquise von O.* (Reclam # 8002); Schnitzler, *Liebelei* (Fischer, 1993); Sandra Frieden u.a. (Hrsg.): *Gender and German Cinema.* Vol. I & II (Berg, 1993).

Literature

GN 610 Introduction to Textual Analysis
Hartmann
9:00
This course introduces basic concepts of narrative fiction and theory of drama and applies them to the analysis of selected texts. In addition, critical approaches to literary texts will be explored.

Required texts: B. Brecht, *Die heilige Johanna der Schlachthöfe* (edition suhrkamp 113); E.T.A.Hoffmann, *Der Sandmann* (Reclam UB [RUB] 230); *Erläuterungen und Dokumente* (RUB 8199); H.v. Kleist, *Die Marquise von O... / Das Erdbeben in Chili* (RUB 8002); *Erläuterungen* (RUB 8196 and 8175); J.M.R. Lenz, *Erzählungen* (RUB 8468); F. Schiller, *Die Jung-frau von Orleans* (RUB 47), *Erläuterungen* (RUB 8164).

GN 675 Gender Roles in 19th Century German Drama (Seminar) Düsing
10:00
The course will analyse the roles that gender plays in some exemplary plays of the 19th century. It will trace the change of the role of women from victims to protagonists and explore the reversal of these roles for men at the end of the century.

Required texts: Grillparzer, *Die Jüdin von Toledo* (RUB 4394); Hauptmann, *Fuhrmann Henschel* (Ullstein 4976); Hebbel, *Agnes Bernauer* (RUB 4268); *Erläuterungen* (RUB 8127).

GN 683 Image and Identity: German-speaking Writers in Switzerland (Seminar)
Niederhauser
9:00
Using examplary texts of 19th and 20th century Swiss authors, the course will explore the position of *deutsch-sprachige* literature in Switzerland.

Required texts: to be announced

GN 688 German Comedy from Lessing to Dürrenmatt (Seminar) Hartmann
11:00
What is comical in comedy? What do people laugh at and why? Why are comedies written? The course will try to find answers to these questions. At the same time,the selection of the texts serves as an inroduction to the history of German comedy.

Required texts: B. Brecht *Herr Puntila und sein Knecht Matti (edition suhrkamp 105);* F. Dürrenmatt, *Romulus der Große* (Diogenes Tb. 20832) *Erläuterungen*(RUB 8173); G.Hauptmann, *Der Biberpelz* (Klett Verlag); *Erläuterungen* (RUB 8141); H.v. Kleist, *Der zerbrochene Krug* (RUB 91); *Erläuterungen* (RUB 8123); G.E. Lessing, *Minna von Barnhelm* (RUB 10); *Erläuterungen* (RUB 8108); C. Zuckmayer, *Der Hauptmann von Köpenick* (Fischer Tb.12704).

Teaching Methodology

GN 695 Methods of Teaching German
Judith Maiworm
(3-week course, 7/24 - 8/15)
1:00 - 3:00
The course will present and explore different methods of teaching German language and culture. A variety of workshops will be offered on topics such as teaching grammar, literature, songs and music, using authentic materials as well as developing strategies for reading comprehension.

Required texts: handouts and prepared materials.

GN 795 Computers in the Foreign Language Classroom Reinhard Maiworm
(3-week course, 7/24 - 8/15)
3:00 - 5:00
Starting with general considerations about the use of computers in foreign languages, the course will

introduce authoring software at various levels of sophistication. A variety of materials and exercises will be developed that can be used later in the classroom. The Internet and its possibilities for foreign language study will be explored.

Requirements: Computer skills are not necessary but appreciated. Handouts will be prepared for all participants.

GN 800 Independent Study Staff

DM 901 Research Paper Staff
(DML applicants only)

The School in Germany

The School in Germany was founded in 1959. It is fully recognized by the academic senate of the Johannes Gutenberg-Universität, with which it is involved in an active exchange of faculty and students. Resident directors of studies appointed from the Middlebury College faculty administer the school. The school address is: D-55116 Mainz, Rheinstraße 42, telephone: (06131) 22 10 40.

Graduate and junior participants in the program are fully enfranchised students at both Middlebury College and the Johannes Gutenberg-Universität. They take virtually all their courses with German students at the university. Middlebury College augments the offerings of the university with special courses and tutorials taught for program students by selected faculty from the university. Participants in the junior year program may choose a semester or a full year of study. The graduate program is available only for the full year.

Students are ultimately responsible for making their own housing arrangements, but Middlebury College has a special arrangement with the *Studentenwerk Mainz* enabling the program to place most students in university dormitories, providing additional contact with German university life. Students interested in the rooms reserved for Middlebury students should inform the school office as soon as possible. Private rooms and apartments are at an absolute premium in Mainz, thus students who choose to find their own living quarters should plan to arrive in Germany in early September.

The period between the end of September and the beginning of classes is a required orientation period. The *Wintersemester* extends from mid-October to mid-February with a Christmas recess of about 10 days. The *Sommersemester* extends from the middle of April to the middle of July. The period between the beginning of April and the middle of April is a required orientation period for new arrivals who will be spending only the *Sommersemester* at the university. Prior to each semester, the director of studies meets with students to guide them in their choice of courses.

Graduate Program

Graduate students must have a B.A. degree from an accredited institution of higher education, with a German major or its equivalent. A summer on the Vermont campus is required before students can be considered candidates for the M.A. degree. After successfully completing three courses at the summer session of the German School, M.A. candidates take at least ten courses, most of them in *Fachbereich 13* (*Deutsche Philologie*, *Vergleichende Literaturwissenschaft*, *Volkskunde* and *Theaterwissenschaft*) at the Johannes Gutenberg-Universität. With the permission of the director of studies, courses may be taken in related areas such as philosophy, history, political science, economics, or art history. Any student who passes fewer than four courses in either semester may be asked to withdraw from the program.

Graduate students are required to write four papers each semester and will be tested in a fifth course. Students submit a copy of each paper to the director of studies for inclusion in a Middlebury portfolio. The director's judgment of each student's portfolio of papers will play a major role in the decision to award the M.A. degree.

Each year the Johannes Gutenberg-Universität awards a partial scholarship to a Middlebury College graduate student who is an American citizen.

Junior Year Program

In order to qualify for the Junior Program, undergraduates must have junior standing and an average of B or better, plus at least two courses above the Middlebury College GN 201-202 level. Non-Middlebury College students normally meet this requirement during a preliminary summer on the Vermont campus. Juniors may enroll for the *Wintersemester*, the *Sommersemester* or the entire academic year. Juniors enroll in four courses for credit and write papers for at least three of these. The bulk of the students' work will be in the *Deutsches Institut*, but students majoring in departments other than German, may take courses in an area other than language and literature. All courses are chosen in consultation with the director of studies, whose decision is final. Middlebury welcomes applications from undergraduates enrolled at other colleges and universities.

Course Offerings

The following courses were among those offered by *Fachbereich 13* during a recent *Wintersemester*. They serve as an example of the type of courses normally offered each semester:

Lecture courses:
German Etymology
Introduction to 19th Century Literature
Theory of Tragedy
Idealism and Romanticism
Early Thomas Mann

Proseminars:
Introduction to Descriptive Linguistics
Introduction to Historical Linguistics
Introduction to Medieval Studies
Introduction to Literary Studies
Introduction to Comparative Literary Studies

Advanced Seminars:
Schiller's Dramas
Literature and Film
Tristan and Isolde
Brecht's Theater
Anna Segher's Novels
Teaching Landeskunde

The German professors in the *Deutsches Institut* frequently hold tutorials for the Middlebury students enrolled in their courses, providing our students with far more personal contact than is usually the case at German universities.

Since German universities do not deal in terms of "units" or "credits," Middlebury College assigns unit and letter-grade values to the students' work. These values are determined by the director of studies, whose decision is final.

For further information and application materials, please contact:

The School in Germany
Middlebury College
Middlebury VT 05753
(802) 443-5510

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

ROBERTO VÉGUEZ
Acting Vice President for Languages and
Director of the Language Schools
Ph.D., University of Wisconsin-Madison

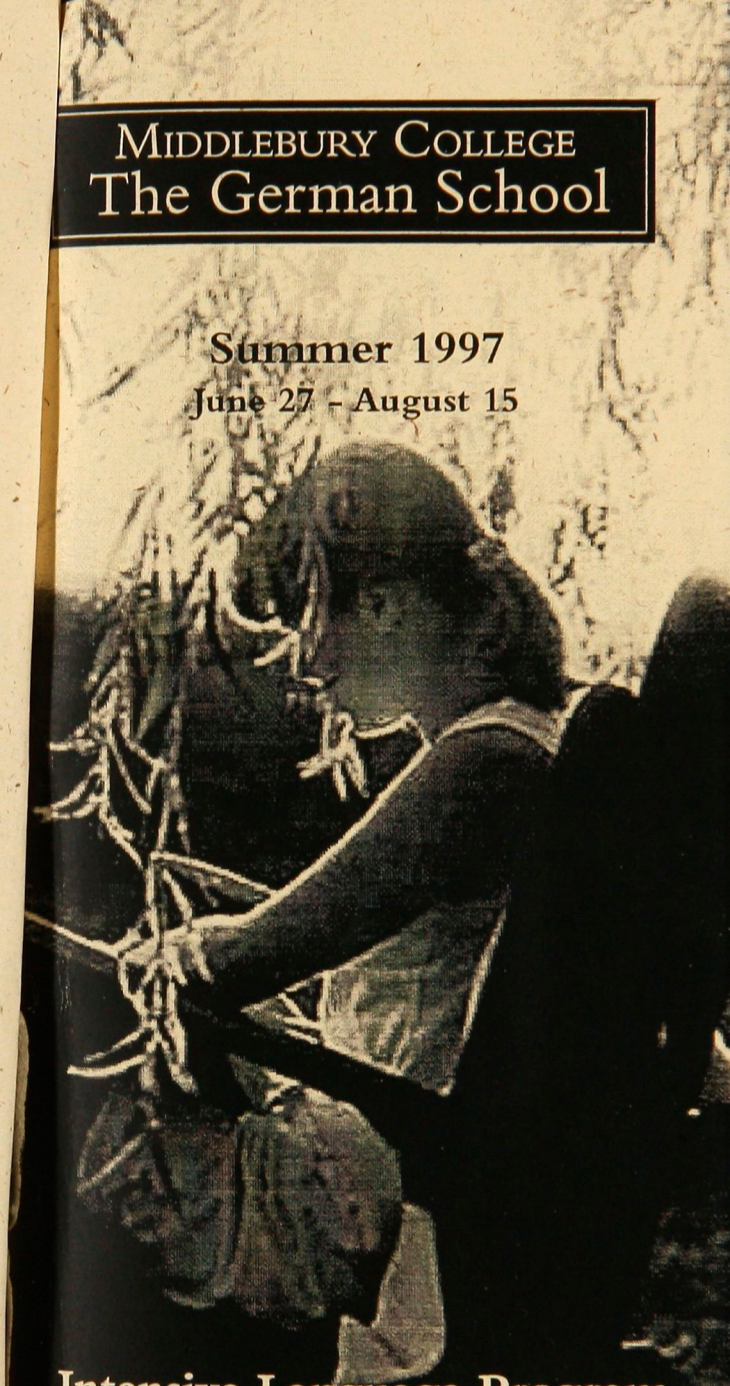
The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

Middlebury College
The German School

Summer 1997
June 27 - August 15



Intensive Language Program
SEVEN WEEK SESSION

Join us in the
"Middlebury Experience!"

Middlebury College
GERMAN SCHOOL

Seven-week Intensive Language Session
June 27 - August 15, 1997

Middlebury, a small liberal arts college in Vermont, enjoys an international reputation for its intensive summer programs in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish.

Founded in 1915 as the first program of its kind in the U.S., the German School offers total immersion in German language and culture. Rigorous language courses at five levels meet four hours each morning, five days a week. These courses stress oral and written communication and applied grammar practice, complemented by readings in area studies and literature. Students earn three units (nine semester-hours) of undergraduate credit for the seven-week program.

Afternoons, evenings, and weekends are devoted to study, social events, plays, choir practice, films, concerts, team sports, and other activities that reinforce the use of German. Small classes, a language pledge to use only German, and the presence of an engaged and committed faculty in the dorms and dining hall contribute to an unusually supportive learning environment on a campus dedicated solely to language learning. A placement exam that tests all language skills, and an oral interview are used to place students at the appropriate level.

What makes a summer in the German School so stimulating and unique is the opportunity to speak German in a range of culturally authentic contexts. The ongoing interaction with faculty and fellow students reinforces and expands the formal classroom instruction. The "Middlebury Experience" gives students a better understanding of German culture, and, ultimately, a new perspective on their own culture.

INTENSIVE LANGUAGE COURSES

GN 101-102-103 Elementary German
A course for students who have no prior knowledge of German. Text: Möller/Liedloff, *Deutsch Heute*, plus additional readings.

GN 198-199-200 Early Intermediate German
A course for students who have had the equivalent of a semester of German. Texts: Salauen, *Weiter! Grammatik; Weiter! Lesen, Reden und Schreiben*; Kossuth/Antal, *Alte Legenden und Neue Literatur.*

GN 201-202-203 Intermediate German
A course for students who have completed the equivalent of a first year college German course. Texts: Wells, *Handbuch zur deutschen Grammatik*; Lixl-Purcel, *Rückblick: Texte und Bilder nach 1945*; Spaethling/Weber, *Literatur Eins*; Dürrenmatt, *Der Besuch der alten Dame.*

GN 301-302-303 Third Year German
A course for students who have completed the equivalent of Intermediate German. Texts: Dippman, *A Practical Review of German Grammar*; Hog, *Sichtwechsel*; Luscher, *Deutschland nach der Wende*; Turneaure, *Im Spiegel der Literatur.*

GN401-402-403 Advanced German
A fourth year course in stylistics, literature, and area studies. Texts: Rug/Tomazewsk, *Grammatik mit Sinn und Verstand*; Kraus, *Vom Nullpunkt zur Wende: Deutsche Literatur 1945-1990*; Borowsky, *Deutschland 1945-1969.*

All students who have a prior knowledge of German and wish to be placed beyond Elementary German are required to take a placement examination.

Through the support of the Goethe Institute Boston, the Zertifikat Deutsch als Fremdsprache and Zentrale Mittelstufenprüfung proficiency tests are offered at reduced rates to qualified students.

FEES

Tuition - $2,860
Board - $1,090
Room - $435
Total - $4,385

Financial aid is available.

Comments from Participants

Elementary German: "I found myself able to carry on interesting conversations and to read short stories and articles in a language I had just begun to study." Malick Ghachem, graduate student, European history, Stanford University

Early Intermediate German: "The program was at times difficult, always challenging, and in the end very rewarding. I found it to be a totally worthwhile experience." Ari Meyers, M.A. candidate in conducting, Peabody School of Music

Intermediate German: "My German has improved in every aspect. The courses strengthened and solidified my basic skills and provided the opportunity for interesting discussions in which I could actively use what I learned." Peggy McCree, international studies and business, College of Arts and Sciences/Wharton School of Business, University of Pennsylvania

Third Year German: "Through the total immersion in the language and the entire setting, I was able to learn more in seven weeks than I would have in a regular school year." Kara Delahunt, German and Spanish major, Middlebury College

Advanced German: "This is my second summer at the German School. The experience sheds a literary and linguistic light on my clinical work, which enhances the ability to define human experience." Ashok Barucha, M.D.

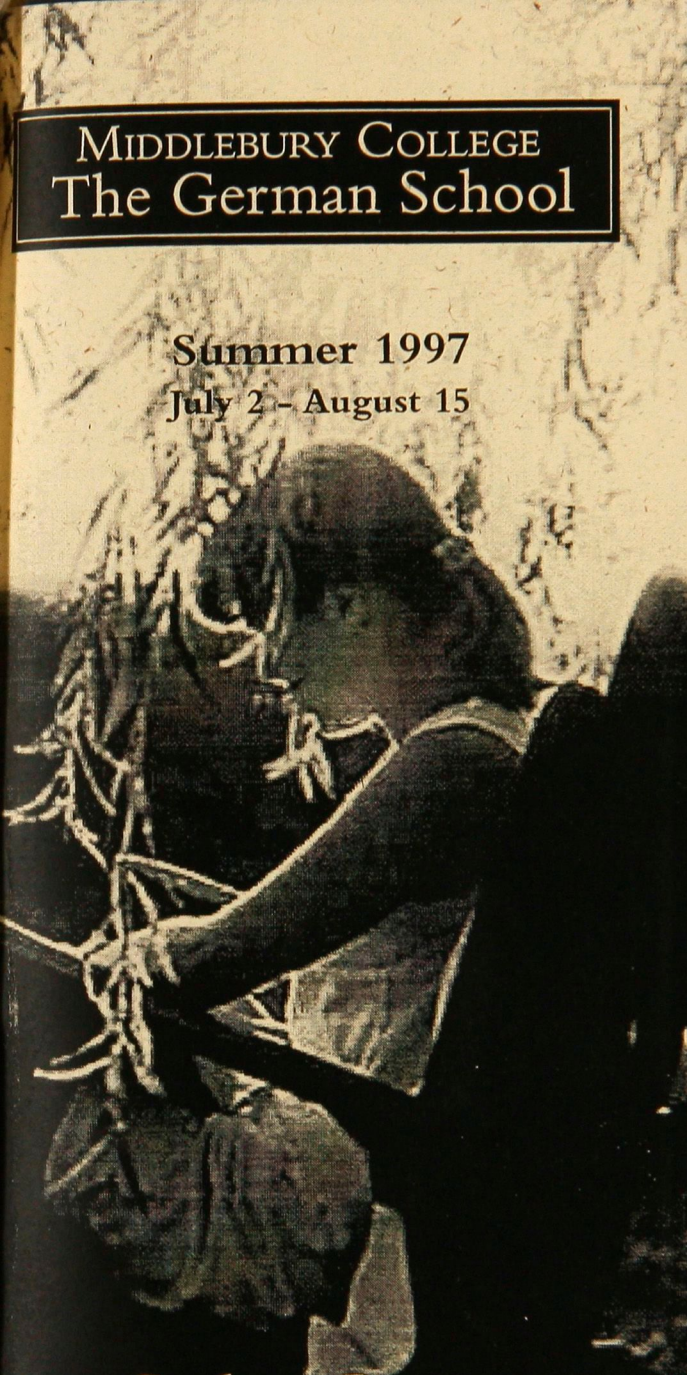
FOR FURTHER INFORMATION
PLEASE CONTACT:

The German School-7
Middlebury College
Middlebury VT 05753

(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Middlebury College
The German School

Summer 1997
July 2 – August 15



Graduate Program
SIX WEEK SESSION

Join us in the "Middlebury Experience!"

Middlebury College

GERMAN SCHOOL

July 2 - August 15, 1997

Middlebury College's German School is the oldest and most prestigious graduate summer program in German in the United States. Founded in 1915, the German School offers a unique program in an academic environment dedicated solely to language, literature, and cultural studies. Vermont's Green Mountains provide an ideal setting for concentrated study, and the Middlebury language pledge, required of all students, ensures that German is used as the only means of communication, facilitating the internalization of a German linguistic and cultural perspective.

The rigorous six-week program offers a well-balanced selection of courses designed to meet the needs of language teachers who wish to continue their education, as well as graduate students in fields related to German studies. A student may enroll for a single summer, or pursue one of the graduate degrees described below.

The curriculum incorporates courses in literature, linguistics, teaching methodology, and cultural studies, including the politics and economics of today's Germany and various aspects of German art, history, and music. Small classes are taught by distinguished and committed faculty from German and American universities, and are augmented by a wealth of extra-curricular events and activities which provide a culturally authentic context.

Special Methodology Workshops

Workshops meet two hours per day for three weeks.

Session I: July 2 to July 23, 1997

- Film in the German Classroom
- Applied Linguistics for Teachers of German

Session II: July 24 to August 15, 1997

- Methodology in the German Classroom
- Computers and Computer Programs for the German Classroom

Master of Arts in German

Students who hold a B.A. or the equivalent from an accredited institution of higher education, and who have completed course work equivalent to a major in German, may matriculate in the German School's M.A. program after successfully completing an initial summer at Middlebury. M.A. candidates may select a structured program of twelve courses to be taken over several summers at Middlebury, or they may complete a degree with an academic year at the Middlebury School in Mainz, where they enroll in courses at Johannes Gutenberg-Universität.

Doctor of Modern Languages

The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A master's degree in German is a prerequisite for entrance to the D.M.L. program with German as the first language. Degree requirements include: a qualifying paper; eight upper-level graduate courses in German; three graduate courses in a second language (French, Italian, Russian, or Spanish); comprehensive written and oral examinations in German; residency abroad; proof of successful teaching experience; a dissertation and its oral defense.

Course Offerings for 1997

I. Language and Text Analysis:

- Style, Vocabulary and Grammar: Written and Spoken Usage
- Applied Linguistics*

II. German Studies-Culture and Society:

- Culture and Society in the 19th Century
- The Representation of America in 20th Century German Culture

III. Literature:

- Introduction to Literary Scholarship
- 19th Century German Drama
- German Classicism

IV. Teaching Methodology

- Film in the German Classroom *
- Methods of Teaching Language **
- Computers and Computer Programs in the German Classroom**

** taught as a workshop 2 hours daily in the first 3-week session (7/2-7/23)*

*** taught as a workshop 2 hours daily in the 2nd 3-week session (7/24-8/15)*

Fees

Tuition - $2,860
Board - $1,030
Room - $400
Total - $4,290
Financial aid is available.

For further information, please contact:

The German School - 6
Middlebury College
Middlebury VT 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

MIDDLEBURY

The Language Schools

COLLEGE

German

1997 Summer Institute for Teachers and Students of German

The German School has always paid special attention to the needs of language teachers, and take great pride in the number and reputation of German teachers across the United States who hold graduate degrees from Middlebury. During the summer of 1997, the German School will offer two intensive three-week sessions especially designed for teachers and qualified graduate students of German. Courses in the Institute have been designed to address the specific needs of the modern German classroom for methods and materials.

Each session will include two courses, each of which meets Monday through Friday for two hours per day, and carries one unit (three semester hours) of graduate credit. Students may enroll in either or both sessions of the Institute, taking one or two courses per session.

Through the shorter sessions of the Institute, German teachers who may not have the time to commit to a full six-week graduate session can still take full advantage of Middlebury's environment of linguistic and cultural immersion, and its wealth of extracurricular activities — films, plays, concerts, and lectures.

Session I

GN636 The Transformed Text: Literature as Film Professor Renate Möhrmann, Universität Köln

Using short German prose texts, this course demonstrates that film is more than a mere illustration of the written word. The analysis will concentrate on film-specific elements such as image, music, sound, and dialogue, and will give insights into the work of the "new German wonder women" film directors. The films discussed may be used as models for teaching German film at the high school or college level.

Texts: Bertolt Brecht, *Die unwürdige Greisin und andere Geschichten* (Suhrkamp, #1746); Peter Handke, *Die linkshändige Frau* (Suhrkamp, #560); Heinrich von Kleist, *Die Marquise von O.*, (Reclam, #8002); Arthur Schnitzler, "Liebelei," in *Liebelei/Reigen* (Fischer, 1993); Sandra Frieden u.a. (Hrsg), *Gender and German Cinema, Vol. I and II,* Providence/Oxford: Berg, 1993 (paperbacks).

GN619 Applied Linguistics for the Teaching of German Professor Andreas Härter, Universität St. Gallen

This course will introduce some theoretical linguistic principles necessary for teaching a foreign language, and explore specific problems in the teaching of German. Topics may include comparative phonetics, aspects of the historical development of German, the use of different grammars in the classroom, specific areas of difficulty with German grammar, *Die deutsche Rechtschreibungsreform*, and textbook evaluation.

Texts: Materials prepared by the instructor; other texts tba.

Session II

GN795 Computers in the Foreign Language Classroom Reinhard Maiworm, Goethehaus, New York

Starting with general consideration of the use of computers in foreign language instruction, the course will introduce authoring software at various levels of sophistication. A variety of materials and exercises will be developed that will be suitable for future classroom use. The internet, and its possibilities for foreign language teaching, will also be explored. Some computer skills are helpful, but not necessary.

Text: Materials prepared by the instructor.

GN695 Methods of Teaching German Judith Maiworm, Goethehaus, New York

The course will present and explore different methods of teaching German language and culture. Topics include the teaching of grammar, literature, songs, and music, using authentic materials, and developing strategies for reading comprehension.

Text: Materials prepared by the instructor.

Calendar

Session I

July 2	Wednesday	Arrival
July 3	Thursday	Classes Begin
July 23	Wednesday	Classes End
July 24	Thursday	Departure (by 10 a.m.)

Session II

July 24	Thursday	Arrival (after 3 p.m.)
July 25	Friday	Classes Begin
August 14	Thursday	Classes End
August 15	Friday	Departure

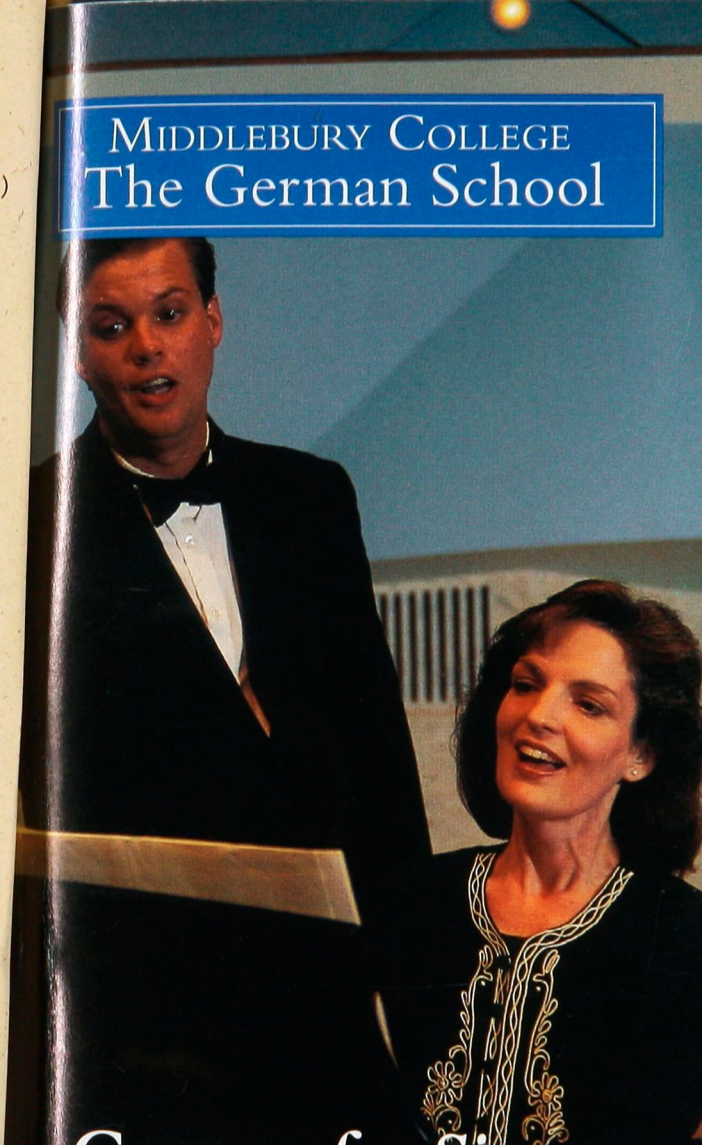
Fees

Tuition - $960 per unit (three semester hours of credit)
Room - $200 for each three-week session
Board - $515 for each three-week session

For further information and application materials, please return the enclosed card or contact:

The German School
Middlebury College
Middlebury, Vermont 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

MIDDLEBURY COLLEGE
The German School



German for Singers

Summer 1997

June 27 - August 15

Join us in the
"Middlebury Experience!"

MIDDLEBURY COLLEGE

German for Singers

a seven-week summer program in language, culture, and vocal performance

June 27 - August 15, 1997

The German School, which introduced language immersion to Middlebury over eighty years ago, will expand its offerings in 1997 to include a special program for the training of young singers with professional ambitions.

The German for Singers program will integrate the study of German language, literature, and culture with music history, vocal pedagogy, and performance. Lectures and master classes, private coaching, and individual tutoring will complement formal classroom instruction. In a carefully structured environment of immersion in German language and culture, students will gain the skills and confidence required to become singing artists with German language proficiency and insight into the vocal repertoire of German-speaking cultures.

The German for Singers program includes two basic components. A language component provides two hours of instruction each day in grammar and conversation, at a level appropriate to the student's proficiency as demonstrated on a placement test. Special attention will be given to German diction, conversational style, and poetic interpretation.

The performance component will involve a daily seminar on German culture and music history, underlining Middlebury's belief in the importance of cultural understanding to the development of true language proficiency. The seminar will include active participation in the singing of the material discussed.

Together, the language and performance components will provide a context for the musical interpretation of song, operatic, and oratorio literature.

Guest residencies by conductors and performing teachers of national and international reputation

will be a distinctive feature of the program. Topics of discussion will include the day-to-day performing life of professional singers, the European audition process, the importance of the interview, the preparation of a competitive resume in German, and the acquisition of related performing skills.

Facilities

The activities of the German for Singers program will take place in the Middlebury College Center for the Arts, a modern, air-conditioned facility equipped with ample practice rooms, rehearsal and performance spaces, and a music library housing state-of-the-art listening facilities, multi-media workstations, and a large collection of books, periodicals, and scores for further study.

Students in the German for Singers program are housed in the dormitories of the German School, and take their meals in a dining hall where only German is spoken. Outside of class, students will encounter a faculty and staff dedicated to creating an all-German environment. Extracurricular events such as plays, films, concerts, and team sports are designed to enhance and reinforce the use of German.

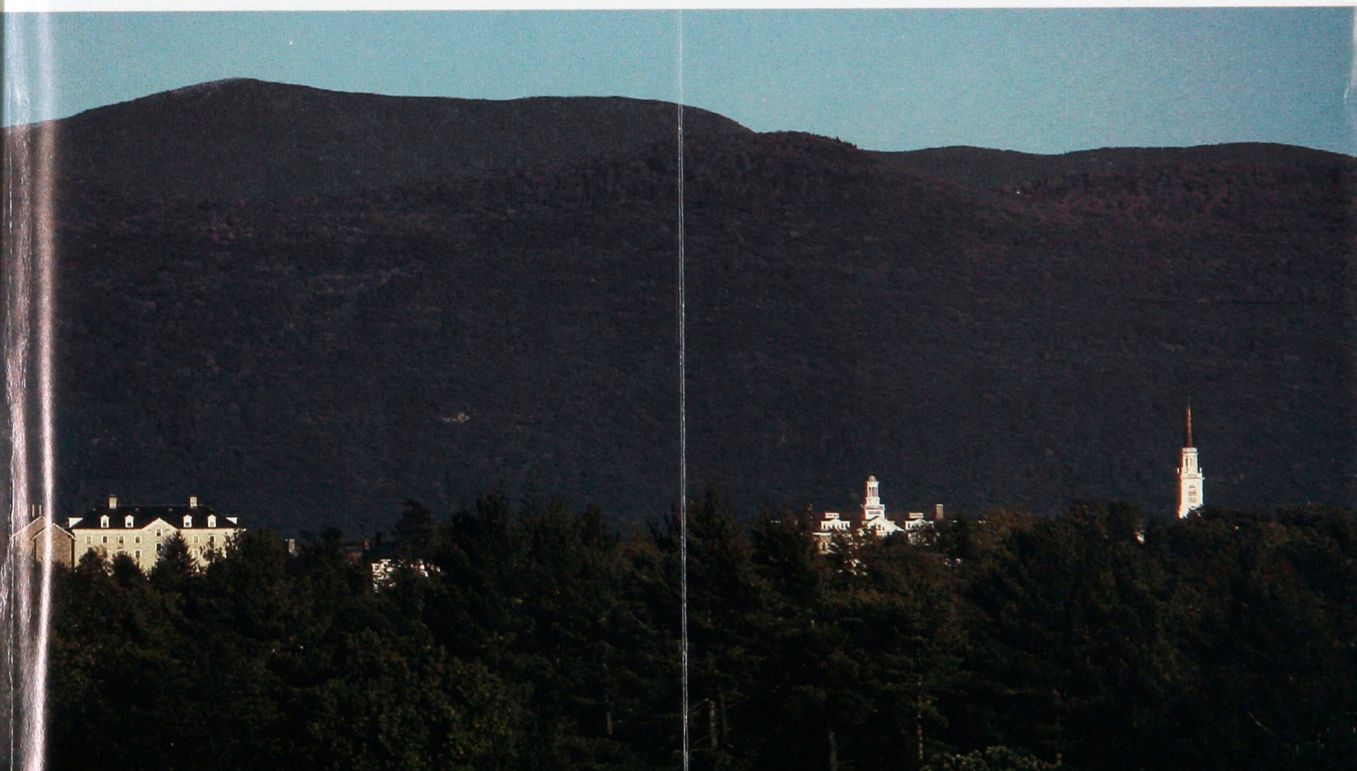
The Pledge

Like all students in the German School, from beginners to doctoral candidates, participants will be expected to adhere as closely as possible to the Language Pledge, a formal commitment to speak only German throughout the program. Because of the special nature of this program, it may be necessary to conduct portions of the music and performance components in English, but the use of English will be minimized.

Credit

Middlebury College awards three units (nine semester hours) of undergraduate credit in German for the German for Singers Program. For transfer purposes, the receiving institution determines how many credits may be accepted. Students who are enrolled in degree programs at other institutions should therefore consult their home campus advisers before enrolling.

The German School will also issue a certificate to each student at the conclusion of the program, attesting to the student's language proficiency and performance participation.



Topics for Study - Summer 1997

Oratorios in the German Baroque: Works of Bach and Handel
- Recitative Preparation
- Ornamentation
- Performance Practice

The Origins of the German *Lied*
- Heinrich Albert
- Johann Wolfgang von Goethe
- The Berliner Singakademie

Wolfgang Amadeus Mozart: Songs, Operas, and Singspiel

The Song Cycles of Franz Schubert
- *Die schöne Müllerin*
- *Winterreise*
- *Schwanengesang*

Robert Schumann and Heinrich Heine
- *Dichterliebe*
- *Liederkreis,* Op. 24

Works for Voice by Johannes Brahms
- Solo song
- Chamber music
- Orchestral works

Vienna's First School of Song
- Hugo Wolf
- Gustav Mahler
- Richard Strauss

Richard Wagner at Bayreuth

The Second Viennese School
- Arnold Schoenberg
- Alban Berg
- Anton Webern

Hermann Hesse on Music

Board of Advisers

Johannes Anderegg, Professor, Universität-St. Gallen, Switzerland

Joseph Colaneri, Chorus Master and Assistant Conductor, New York City Opera; Guest Conductor, Berkshire Choral Festival

Jo-Michael Scheibe, Associate Professor and Director of Choral Activities, University of Miami, Coral Gables

Charles S. Schisler, Professor of Music, Emory University

Louise McLelland Urban, Professor Emeritus, University of Maryland

Faculty

Brenda Smith, Director
Coordinator of Musical Activities, the German School, Middlebury College; Director of Vocal Studies, Manatee Community College

Holly Hughes, Coach-Accompanist
Chair, Coach-Accompanying Program, University of Florida; Artist in Residence, Mozarteum/Salzburg, Austria

Fees

Total $4,385
(Tuition $2,860; Board $1,090; Room $435)

Application

For application materials, complete and return the enclosed card. Applicants will be asked to submit an application form, a tape of representative singing in German, and a letter of recommendation from a voice instructor. A list of repertoire to be studied will be made available to those accepted into the program.

For further information contact
German for Singers
The German School
Middlebury College
Middlebury VT 05753

(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

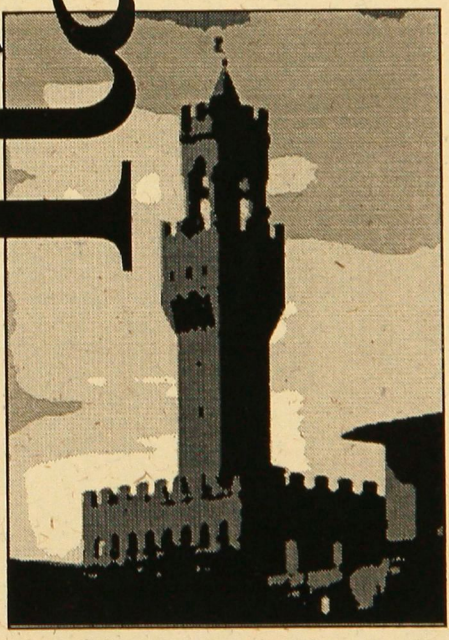
MIDDLEBURY

The Language Schools

COLLEGE

Italian

1997
Summer
Institute
for
Teachers
and
Students
of Italian



1997 Summer Institute for Teachers and Students of Italian

During the summer of 1997, the Italian School of Middlebury College will supplement its regular six-week graduate program with two intensive three-week sessions designed for teachers and graduate students of Italian. Each session will consist of two courses. Each course meets Monday through Friday for two hours each day, and carries one unit or three semester hours of graduate credit. Students may enroll in either or both sessions of the Institute, taking one or two courses per session.

In addition to daily classes, the Institute offers students the opportunity to take part in the cultural and social activities of the Italian School (films, concerts, lectures, etc.) and to benefit from Middlebury's unique environment of linguistic and cultural immersion. All participants will be expected to observe the Middlebury language pledge.

Session I

Teaching and Learning Italian as a Foreign Language
Professor Rita Franceschini, Università di Basilea

This course deals with the issue of second language acquisition, particularly as far as Italian is concerned. Topics for discussion include the role of input, motivation, settings, language differences, personal factors and neurological groundings. The latter part of the course focuses on strategies for teaching Italian as a second language.

Italian Renaissance Epic
Professor Ruedi Ankli, Università di Basilea

After a general introduction on the development of chivalric poetry in Italy from the *cantari popolari* to the end of the sixteenth century, we will undertake a close reading of Pulci's and Ariosto's masterpieces. Lectures will illustrate the life and cultural formation of the poets, as well as the meaning, importance, and influence of the *Morgante* and the *Orlando furioso*. Renaissance theories on epic poetry will also be discussed. Students will be assigned cantos and critical works for presentation and discussion in class.

Session II

Translation for the Professions
Professor Luigi Bonaffini, Brooklyn College of The City University of New York

This course is designed to practice and develop the skills necessary to translate from English into Italian and from Italian into English and to avoid the pitfalls inherent in bilingualism. Translation of passages from different levels of discourse: colloquial and formal speech, business, journalism, literature, and science. Practice tests for the American Translators Association certification exam. Use of computer programs and advanced machine translation.

An Introduction to Dante's *Divine Comedy*
Professor John Freccero, New York University

Selected cantos of *Inferno*, *Purgatorio* and *Paradiso* will be studied in order to suggest some measure of Dante's achievement in relation to his culture and to his contemporaries. Among the topics to be discussed are Dante's place in the formation of Italian language and culture; his attitudes towards Christianity and the Papacy; his reading of Virgil as inspiration for his own political and imperial ideals; his attempt to reconcile the erotic and the theological in the figure of Beatrice; his moral system; the punishments in Hell as Justice's cruel theater.

Calendar

Session I

June 30	Monday	Arrival
July 3	Thursday	Classes Begin
July 23	Wednesday	Classes End
July 24	Thursday	Departure (by 10:00 a.m.)

Session II

July 24	Thursday	Arrival (after 3 p.m.)
July 25	Friday	Classes Begin
August 14	Thursday	Classes End
August 15	Friday	Departure

Fees

Tuition - $960 per unit (three semester hours of credit)
Room - $200 for each three-week session
Board - $515 for each three-week session)

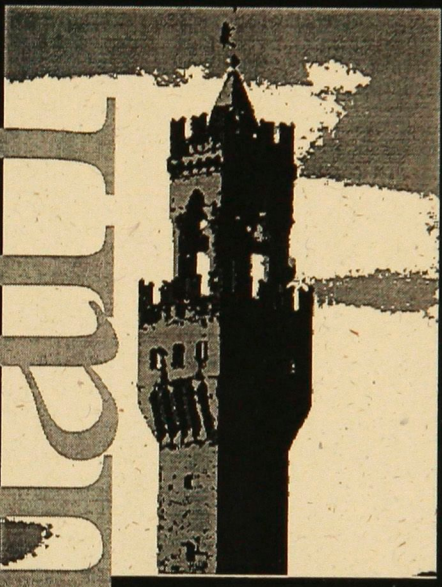
FOR FURTHER INFORMATION
AND APPLICATION MATERIALS, PLEASE SEND
THE ENCLOSED PREPAID FORM
OR CONTACT:

The Italian School
Middlebury College
Middlebury, VT 05753
(802) 443-5543
E-mail: languages@middlebury.edu
Web:http://www.middlebury.edu/~ls

MIDDLEBURY

The Language Schools

COLLEGE



Italian

SUMMER 1997

ACADEMIC YEAR 1997-98

The Italian School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
802/443-5552

Summer 1997

June 27 - August 15
(Seven-Week Session)
Total: $4,385
Tuition $2,860; Board $1,090; Room $435

June 30 - August 15
(Six-Week Session)
Total: $4,290
Tuition $2,860; Board $1,030; Room $400

June 30 - July 23
(Three-Week Institute - Session I)
July 24 - August 15
(Three-Week Institute - Session II)
Tuition $960 per unit (three semester hours) of credit;
Board $515 for each three-week session;
Room $200 for each three-week session)

Academic Year 1997-98
The School in Italy
Graduate and Junior Year Programs
Tuition: Full year - $10,930; Semester - $5,580

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Introduction to the 1997 Program

For over six decades the *Scuola Italiana* at Middlebury College has provided its students with the opportunity to study Italian language, literature, and civilization in the culturally diverse and intellectually challenging conditions of its "total immersion" program.

The pledge to use Italian exclusively on and off campus constitutes the core of the Middlebury experience. The pledge is a binding commitment each student makes in writing which must be respected for the duration of the session. Violation of the pledge may result in dismissal from the *Scuola*.

The communal and cordial atmosphere of the *Scuola,* unlikely to be duplicated elsewhere, fosters respect for the language pledge. Faculty and students live under the same roof and participate together in all the social and cultural activities sponsored by the *Scuola* and by the students themselves (film screenings, lectures, concerts, plays, dinners, parties, and picnics). Such a program places great demands on students and faculty. Nevertheless, at the end of the session, the results more than justify and reward the efforts made.

The wide range of stimulating courses planned by the *Scuola* for the summer of 1997 will enable students to pursue linguistic, cultural, and literary studies under the close guidance of a distinguished and committed faculty.

In 1997 the first three levels of instruction will remain substantially unchanged, as will the two core courses at the graduate level: IT 502 and IT 601. Continuing a two-year cycle initiated in the summer of 1987, advanced literature courses will focus on the period from the *Trecento* to the High Renaissance. They will include an introductory course on Medieval and Renaissance literature, a seminar on Dante's *Divine Comedy*, and a course on Renaissance Epic. The School will also be offering a theater workshop that will study comic plays from the Middle Ages to Goldoni with a consideration of

staging and acting techniques through the production of a play. To maintain as broad a course selection as possible, and anticipating next summer's concentration on *Ottocento* and *Novecento*, the curriculum will include a seminar on the Italian lyric of the late nineteenth-century, a course entitled *Towards a New Italy: Issues in Italian History and Culture from Unification (1861) to the Present*, and a cinema course on the *commedia all'italiana* of the post-war period.

During the summer of 1997 the Italian School will again supplement its regular six-week graduate program with two intensive three-week sessions designed for teachers and graduate students of Italian, and taught by instructors of international prominence. Each session will consist of two courses. Each course meets Monday through Friday for two hours each day, and carries one unit or three semester hours of graduate credit. Students may enroll in either or both of these sessions, and may take one or two courses per session. Students enrolled in the six-week graduate program are eligible to take one or more of these courses as part of their normal course load of three units (nine semester hours) of credit for the summer.

The Italian program at Middlebury is rigorous and demanding. It requires total commitment, dissociation from the outside world, the exclusive use of Italian by all students, long hours of work, and great discipline. We warmly welcome those of you who desire high-quality training in Italian and who are ready for this challenge. It will be a great learning experience!

Arrivederci.

Michael Lettieri
Director

The Italian School

Graduate and undergraduate courses in Italian are offered during the summer on the Vermont campus. During the academic year, graduate and junior year programs are offered at the Middlebury School in Florence. All programs of study emphasize both the development of language skills and the understanding of Italian culture. Classes from beginning courses through the doctoral level are taught in Italian, and all summer programs are *intensive*. We determine placement by language proficiency rather than by length of previous exposure to the language.

A summer at the Language Schools is an intensive one by design. In first- and second-level courses, students can expect to spend five hours per day in class and drill, in addition to laboratory and other homework. The demanding pace of the program is sustained through the low student-teacher ratio: eight to one at the intensive language level and six to one at the graduate level.

Graduate Degrees

A normal load for graduate students is three courses per summer, to be selected in consultation with the director and the associate director. First-year graduate students are placed in the courses most appropriate to their linguistic proficiency as determined by the results of placement tests taken prior to registration. Some students may be required to take one or more courses at a lower level without graduate credit before beginning a full load of graduate work.

Master of Arts: Candidates for the degree of Master of Arts must hold a baccalaureate degree or equivalent from an accredited institution of higher education. The Graduate Record Examination is not required.

The M.A. degree in Italian is comprised of twelve courses to be taken over a series of summers on the Vermont campus or in a combination of a

summer in Vermont and an academic year in Florence. The curriculum is designed as a broadly-based program of study in itself, rather than the first stage of a doctoral program.

Students must successfully complete a preliminary summer of study (summer of application) on the Vermont campus before being officially accepted to degree candidacy. During this summer, students take three courses, one of which must be a literature course at the 600 level or above, and one of which must be a civilization course.

Admission to the School in Italy is based on performance in the summer courses and on faculty recommendations.

Students must fulfill the following minimum distribution requirements for the M.A. degree: one language course (unit) at the 500-level, one language or linguistics course (unit) at the 600-level, two units in civilization, three in literature. Students who plan to teach and who are completing the M.A. on the Middlebury campus must also include one unit in methodology or professional preparation. An M.A. candidate who completes degree requirements in Florence must also present an independent research project worth two units of credit.

A highly qualified undergraduate student may accumulate a maximum of six graduate units toward a Middlebury M.A. degree before receipt of the B.A. degree or equivalent, but these units may not count toward both degrees.

Doctor of Modern Languages: The D.M.L. degree differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. A masters degree in Italian is a prerequisite for admission to the program. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Italian; three graduate courses in a second language (French, German, Russian, or Spanish); comprehensive examinations in the first language; residency abroad; proof of successful language teaching experience; a dissertation and its oral defense.

All new students are required to complete a summer of application on the Vermont campus during which they enroll for credit in two advanced graduate courses in Italian and write a qualifying paper.

Inquiries should be addressed to the office of the director of the Language Schools at Sunderland Language Center, Middlebury College, Middlebury, VT 05753 (802) 443-5508.

Credits

Credit is defined in terms of *units*. One unit equals three semester hours. The seven-week session (levels 100-399) normally carries a total of three units (nine semester hours) of credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury. *(All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.)*

Middlebury College considers a semester or academic year abroad equivalent to a semester or academic year in the U.S., but a student's home institution determines the number of credits ultimately awarded for work abroad. Undergraduates are therefore urged to discuss the question of transfer credits with their advisers before leaving.

Transfer Credits

After formal admission to a graduate degree program, candidates for the M.A. or D.M.L. degree may request permission from the director of the Language Schools to transfer from another institution a maximum of the equivalent of one full-time summer of study at Middlebury. Only courses taken after successful completion of the initial summer and formal admission to degree candidacy may be transferred (i.e., courses taken at other institutions before the first summer of study may not be transferred toward a Middlebury graduate degree).

To obtain approval for transfer of credit, students must submit evidence that the courses they wish to transfer earn graduate credit towards an advanced degree at an accredited college or university. The courses must have been taught in Italian in the areas of language analysis and linguistics, culture and civilization, literature, or professional preparation and must not duplicate courses already taken for degree credit.

All units counted toward a degree must have been taken on a graded, not a pass/fail basis. Only grades of B- and above may be applied toward a Middlebury M.A. degree. Only grades of B+ and above may be applied toward a Middlebury D.M.L. degree.

All transfer credit courses must be completed by the 31st of May of the year of graduation for August degree candidates and by the 10th of January for March degree candidates. All credits and units expire after ten years, whether earned at Middlebury College or transferred from another institution.

Auditing

Non-enrolled students may occasionally be allowed to audit upper-level courses with the director's permission. Auditing is not permitted in levels 100-399, nor are students in those courses permitted to audit courses. Auditing costs per week are $1,045 (tuition $640; room and board $405).

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer of 1998 and the academic year 1998-99 will accompany admissions materials published by the Language Schools in November 1997.

Scholarships

The following scholarships have been established in honor of students, friends, or faculty of the Italian

School: The Cesare Barbieri Endowment Fund, The Pierina B. and Salvatore J. Castiglione Scholarship Fund, The Joan F. Giambalvo Scholarship Fund, The Dr. Nicholas Locascio Scholarship Fund, Anna and Luke J. Nolfi Scholarship, The Kenneth Sozzi Memorial Scholarship Fund, Rotary Club Milano Nord, the Michelina Pietrangelo Memorial Scholarship Fund, and the Antonio and Ida Quaglia Memorial Scholarship in the Italian School.

The Lois Behrman Watson '51 Scholarship fund was established in 1987 to provide financial aid to teachers who are attending the Masters or Doctoral program of any of the Language Schools on the Middlebury campus or at the schools abroad.

Candidates for financial aid need not apply for a specific scholarship. All applicants will automatically be considered for an award from an appropriate scholarship listed above or from the general grant fund.

Awards: Each summer the Merlino-Mezzotero Award and the Camillo P. Merlino Award are given to graduate students in Italian for academic achievement.

Enrollment

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1997, of their decision to cancel their enrollment. After May 1st, and until registration at the summer session, students who cancel will forfeit the enrollment fee, but will receive a refund for any other tuition payments which have been made. Other refunds are subject to the schedule in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Students may apply for admission for a single summer at any level, for the junior year abroad program, or for one of the graduate degree pro-

grams to be completed over a series of summers in Vermont or in a combination of a summer in Vermont and an academic year in Florence. They may enroll in courses in one language school only and are normally enrolled in courses at one level only.

Students at the summer sessions must be high school graduates and we strongly recommend that they have completed at least one year of college-level study. Admission is granted on the basis of academic qualifications and the availability of space.

Final placement in courses is determined by student performance on examinations administered before the start of classes. By applying for admission, a student indicates willingness to accept the placement deemed proper by the school.

Applications are processed until the start of the program in June, but as the school may be fully subscribed by mid-April, early application is desirable.

Application materials for the 1998 summer session and the 1998-99 academic year abroad will be available in November 1997 from:

The Italian School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/443-5552
languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: MICHAEL LETTIERI. Associate Professor of Italian, Erindale Campus, University of Toronto. Ph.D., University of Toronto.

Associate Director: ANTONIO VITTI. Associate Professor of Italian, Wake Forest University. Ph.D., University of Michigan.

Faculty

RUEDI ANKLI. Ricercatore di Letteratura Italiana, Università di Basilea. Dottore in Lettere, Università di Basilea.

LUIGI BONAFFINI. Professor of Italian, Brooklyn College of The City University of New York. Ph.D., University of Connecticut.

ANNA CAROZZA. Former Lecturer in Italian, University of Wisconsin-Milwaukee. School Teacher Certificate, Roma; B.S., University of Wisconsin-Milwaukee.

GABRIELLA COLUSSI ARTHUR. Associate Lecturer, York University. M.A., University of Toronto.

RITA FRANCESCHINI. Docente di Linguistica Italiana, Università di Basilea. Dottore in Lettere, Università di Zurigo.

JOHN FRECCERO. Professor of Italian, New York University. Ph.D., Johns Hopkins University.

VINCENZO GATTO. Assistant Professor of Italian, Ithaca College. D.M.L., Middlebury College.

DIANA IUELE-COLILLI. Associate Professor, Laurentian University. Ph.D., University of Toronto.

MICHAEL LETTIERI. (see above).

PAOLO PUPPA. Professore ordinario di Storia del Teatro e dello Spettacolo, Università Ca' Foscari, Benezia. Dottore in Lettere in Filosofia, Università di Padova.

UGO SKUBIKOWSKI. Professor of Italian, Middlebury College. Ph.D., Indiana University.

LUCIA SPERANZA. Instructor of Italian, Middlebury College School in Italy. Dottore in Lingue e Letterature Straniere, Università di Firenze.

GINO TELLINI. Professore ordinario d'Italiano, Università di Firenze. Direttore della Scuola di Dottorato di Ricerca, Università di Firenze. Dottore in Lettere, Università di Firenze.

FRANCO TRIOLO. Associate Professor of Italian, College of William and Mary. Ph.D., University of Illinois.

THOMAS VAN ORDER. Visiting Assistant Professor of Italian, Middlebury College. Ph.D., Rutgers University.

ANTONIO VITTI. (see above).

Administrative Staff

LAURA BOMMARITO. Assistant to the Director. M.A., Middlebury College; Doctoral Student, University of Toronto.

SANDRA BONOMO. Italian School Coordinator.

MAX CREECH. Bilingual Secretary. M.A., Middlebury College; Doctoral Student, Indiana University.

Intensive Language Courses

Daily activities normally include five hours of classroom instruction plus additional work in the language laboratory. Schedules, texts, and staffing are subject to change.

+ designates courses in the seven-week session.

Level 100

151-152-153 Elementary Italian+

Carozza, Van Order

Designed to provide a solid foundation in both spoken and written Italian, this intensive introduction permits comprehensive coverage of basic structures and vocabulary. Exclusive use of the language in dialogues and drills encourages development of linguistic awareness in a meaningful and dynamic context, while class discussions and reports broaden the student's view of Italian life and culture. Attendance at the language laboratory is an integral part of the course. (3 Units)

Required Texts: E.A. Lebano and P.R. Baldini, *Buon giorno a tutti!* First Year Italian. 2nd Edition. New York: John Wiley (1989); U. Skubikowski, *Workbook to Accompany Buon giorno a tutti!* 2nd Edition. New York: John Wiley (1989). Additional reading materials will be provided by the instructor.

Recommended Text: S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984).

Level 200

251-252-253 Intermediate Italian+

Skubikowski, Speranza

A review and consolidation of the structures of contemporary Italian, this course also provides systematic enrichment in vocabulary, discourse, and cultural knowledge. Conversation, compositions, and oral reports will help to increase fluency and naturalness while preparing the student for a more sophisticated and integrated use of the language in a variety of spoken and written situations. The contextual focus of the course is a variety of issues

in contemporary Italian culture, ranging from attitudes towards soccer, the place of food in Italian culture, contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and newsmagazines will enhance and complete the learning experience. Instruction in phonetics and a language laboratory program are featured components. (3 Units)

Required Texts: U. Skubikowski, *L'Italia verso il Duemila.* Toronto: University of Toronto Press (1997). R. Uslenghi Maiguashca, M. Sassu Frescura, L. Polesini Karumanchiri, and J. Vizmuller-Zocco. *Schede di lavoro.* Vols. 1-2. 2nd Edition. Toronto: University of Toronto Press (1994). Additional reading materials will be provided by the instructors.

Recommended Texts: L. Polesini Karumanchiri. *L'italiano d'oggi. Note di grammatica per corsi universitari.* Toronto: University of Toronto Press (1988); S.R. Marengo, ed., *Il nuovo dizionario inglese Garzanti.* Milano: Garzanti (1984).

Level 300

Students at the 300 level normally take 301, 303, and 354. Especially well-prepared students may substitute 355, 362, or 374 for 354 by permission of the Director.

301 Grammar and Composition+

Colussi Arthur

This course aims at strengthening and developing the student's competence in written expression. A systematic review of complex linguistic structures of Italian will be offered. The mastery of grammar and vocabulary will be acquired through intensive practice of a variety of exercises. Regular work assignments will consist of writing short pieces of descriptive narrative and argumentative prose. The ultimate goal of this course is the mastery of correct, logical, and well-articulated expository prose, as well as the proper expression of reasoning. This course meets daily for two hours. (1 Unit)

Required Text: M. Sensini, *Grammatica italiana.* Milano: Mondadori Scuola (1990).
Additional reading materials will be provided by the instructor.

Recommended Texts: M. Hazon, *Grande dizionario inglese-italiano, italiano-inglese.* Milano: Garzanti (1981); Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto geografico De Agostini (1982).

303 Developing Oral Proficiency in Italian+

Gatto

This course is designed to help students develop their oral proficiency. The activities, which focus on a variety of discourse strategies, will encompass real-life linguistic tasks and situations, and will be developed through comprehensible input, role play, information gap activities, presentation, debate, and collaborative language use in a variety of content areas. (1 Unit)

Materials for this course will be provided by the instructor.

354 Modern Italian Writers: An Introduction to the Study of Italian Literature+

Vitti

The aim of this course is to read, analyze, and discuss texts of Italian prose, poetry, theater, opera, and critical essays from a grammatical, syntactic, stylistic, and cultural perspective. Within this context, literature will be used primarily as a vehicle for the reinforcement and enrichment of linguistic performance. Classes will include lectures, films, documentaries, group analysis of written work presented in class by students, and discussion of texts. (1 Unit)

Required Texts: E. Ferrante, *L'amore molesto.* Roma: Vezzali (1995); S. Tamaro, *Va' dove ti porta il cuore.* Milano: Baldini & Castoldi (1994); *La Traviata,* libretto di Francesco Maria Piave. Ed. E. Povellato. Roma: Bonacci Editore (1994).
Additional reading materials will be provided by the instructor.

Recommended Texts: M. Hazon, *Grande dizionario Hazon Garzanti, inglese-italiano, italiano-*

inglese. Milano: Garzanti (1981); Sandron, *Dizionario fondamentale della lingua italiana.* Novara: Istituto Geografico De Agostini (1982).

355 Italian Comic Theatre: Text and Performance+

Puppa

For course description and texts, see 555 in the graduate section. (1 Unit)

362 Towards a New Italy: Issues in Italian History and Culture from Unification (1861) to the Present+

Tellini

For course description and texts, see 562 in the graduate section. (1 Unit)

374 Post-War Italian Cinema: The Commedia all'Italiana+

Vitti

For course description and texts, see 574 in the graduate section. (1 Unit)

Graduate Courses

502 Advanced Italian: Studies in Language

Iuele-Colilli

Designed to develop oral and written proficiency at the advanced level, this course meets daily for two hours: one hour dedicated to the study of patterns and structures, and one hour to oral expression. Students will be required to submit essays, give oral presentations of increasing length and complexity, and participate in class discussions.

Note: This course is obligatory for all first-time graduate students except those exempted on the basis of a placement examination. Students scoring low on the placement test may be required to take 301 **without graduate credit** before attempting 502. (1 Unit)

Required Texts: R. Uslenghi Maiguashca, M. Sassu Frescura, L. Polesini Karumanchiri, and J. Vizmuller-Zocco. *Schede di lavoro.* Vols. 1-2. 2nd Edition. Toronto: University of Toronto Press (1994); L. Polesini Karumanchiri. *L'italiano d'oggi. Note di grammatica per corsi universitari.* Toronto: University of Toronto Press (1988).

Recommended Text: M. Dardano, *Nuovissimo Dardano. Dizionario della lingua italiana.* Roma: Curcio (1987).

555 Italian Comic Theatre: Text and Performance

Puppa

A study of representative comic plays from the Middle Ages to Goldoni with a consideration of staging and acting techniques mainly through the production of a specific comedy. (1 Unit)

Required Texts: L. Zorzi, *L'attore, la Commedia, il drammaturgo.* Torino: Einaudi (1990); P. Puppa, *Teatro e spettacolo nel Secondo Novecento.* Roma-Bari: Laterza (1990). All additional material will be provided by the instructor or will be available in the library.

562 Towards a New Italy: Issues in Italian History and Culture from Unification (1861) to the Present

Tellini

This course focuses on the major issues of Italian history and culture from unification (1861) to the present. Topics include modernization, the transformation of traditions, social institutions, and national identity, among others. The course will also consider the relationship between traditional culture and the new cultural models imported from abroad. (1 Unit)

The instructor will provide materials and the library will have reference works on reserve.

574 Post-War Italian Cinema: The Commedia all'Italiana+

Vitti

This course will present a study of modern Italian society through the analysis of thirty films from the fifties until the present. Topics include: social classes, the lure of life in the cities, the depiction of women, the erotic, the traditional agrarian values, among others. The course aims also at familiarizing the students with technical cinematic terms, styles and film makers, as well as introducing them to film criticism.

Required Texts: M. D'Amico, *La commedia all'italiana. Il cinema comico in Italia dal 1945 al 1975.* Milano: Mondadori (1985); M. Grande, *Abiti nuziali e biglietti di banca.* Roma: Bulzoni (1986). Additional reading materials will be provided by the instructor.

601 Stylistics: Techniques of Composition and Interpretation

Lettieri

This course is designed to improve students' ability to write Italian correctly and with a certain elegance of style. Selections from modern authors will be analyzed for their effectiveness and manner of expression. Discussions will focus also on the language of advertising, sports, and politics, as well as the relationship between the written and the spoken language. Daily written assignments will include linguistic exercises, short translations from English into Italian, summaries, compositions, comments, and interpretations of a variety of texts. Students will be introduced also to fundamental notions of business Italian. (1 Unit)

Required Text: M. Sassu Frescura, *Interferenze lessicali italiano-inglese.* Toronto: University of Toronto Press (1984). Additional reading materials will be provided by the instructor.

Recommended Texts: M. Dardano, *Nuovissimo Dardano. Dizionario della lingua italiana.* Roma: Curcio (1987); M. Hazon, *Grande dizionario inglese-italiano, italiano-inglese.* Milano: Garzanti (1981).

610 Introduction to Medieval and Renaissance Italian Literature

Triolo

An historical overview and evaluation of Italian literature from the mid-*Trecento* through the Humanistic period. Selected readings from major works of representative authors will illustrate dominant intellectual trends and important developments of the literary forms. Lectures and discussions will explore topics such as the interrelationship between literature and society, and between literature and the other arts. (1 Unit)

Required Texts: M. Pazzaglia, *Letteratura italiana. Testi e critica con lineamenti di storia letteraria.* Vol. 1. Bologna: Zanichelli (1992-1993); N. Machiavelli, *Il principe.* Ed. E. Janni. Milano: Rizzoli (1983); B. Castiglione, *Il libro del cortegiano.* Ed. E. Bonora. Milano: Mursia (1976). Additional reading materials will be provided by the instructor.

Recommended Text: R. Montano, *Cultura e letteratura.* Napoli: Conte/G.B. Vico (1987).

780 Transformation and Renewal: The Italian Lyric of the Late Nineteenth-Century

Tellini

This course deals with Italian poetry of the period spanning unification (1861) to the beginning of the twentieth-century. The focus will be on the process of cultural transformation and the renewal of poetic language that took place during this epoch. The readings will be from the works of minor figures such as Emilio Praga, Igino Ugo Tarchetti, Arrigo Boito, as well as from major figures such as Giosué Carducci, Giovanni Pascoli and Gabriele D'Annunzio. (1 Unit)

Reading materials will be provided by the instructor.

800 Independent Study

Lettieri

By permission only. (1 Unit)

DM 902 Research Paper

Lettieri

Summer Institute Courses

Students enrolled in the six-week graduate program are eligible to take one or more Institute courses as part of their normal course load of three units (nine semester hours) of credit for the summer.

SESSION I: JUNE 30-JULY 23

775 Italian Renaissance Epic

Ankli

After a general introduction on the development of chivalric poetry in Italy from the *cantari popolari* to the end of the sixteenth century, we will undertake a close reading of Pulci's and Ariosto's masterpieces. Lectures will illustrate the life and cultural formation of the poets, as well as the meaning, importance, and influence of the *Morgante* and the *Orlando furioso*. Renaissance theories on epic poetry will also be discussed. Students will be assigned cantos and critical works for presentation and discussion in class. (1 Unit)

Required Texts: L. Pulci, *Morgante*. Ed. F. Ageno. Vols. 1-2. Milano: Mondadori (1994); L. Ariosto, *Orlando furioso*. Ed. C. Segre. Milano: Mondadori (1976).

Recommended Texts: P. Orvieto, *Pulci medievale*. Roma, Salerno (1978); C. Segre e C. Martignono, *Testi nella storia*. Vol. 2: *Dal Cinquecento al Settecento*. Milano: Mondadori (1992).

791 Teaching and Learning Italian as a Foreign Language

Franceschini

This course deals with the issue of second language acquisition, particularly as far as Italian is concerned. Topics for discussion include the role of input, motivation, settings, language differences, personal factors and neurological groundings. The latter part of the course focuses on strategies for teaching Italian as a second language. (1 Unit)

Required Text: H. Dulay, M. Burt and S. Krashen, *La seconda lingua*. Bologna: Il Mulino (1985).

SESSION II: JULY 24-AUGUST 15

603 Translation for the Professions

Bonaffini

This course is designed to develop and practice the skills necessary to translate from English into Italian and from Italian into English and to avoid the pitfalls inherent in bilingualism. Translation of passages from different levels of discourse: colloquial and formal speech, business, journalism, literature, and science. Practice tests for the American Translators Association certification exam. Use of computer programs and advanced machine translation. (1 Unit)

Materials will be provided by the instructor.

663 Dante's *Divina Commedia*

Freccero

Selected cantos of *Inferno*, *Purgatorio*, and *Paradiso* will be studied in order to suggest some measure of Dante's achievement in relation to his culture and to his contemporaries. Among the topics to be discussed are Dante's place in the formation of Italian language and culture; his attitudes towards Christianity and the Papacy; his reading of Virgil as inspiration for his own political and imperial ideals; his attempt to reconcile the erotic and the theological in the figure of Beatrice; his moral system; the punishments in Hell as Justice's cruel theater. (1 Unit)

Required Text: Dante Alighieri, *La Divina Commedia*. Ed. N. Sapegno. Vols. 1-3. 3rd Edition. Firenze: La Nuova Italia (1995).

LECTURE SERIES

Prof. S. Bancheri, University of Toronto at Mississauga

"Il ruolo dell'insegnante nell'aula elettronica"

Prof. P. Colilli, Laurentian University

"L'attualità dell'ermetismo rinascimentale"

Prof. D. Carozza, University of Wisconsin-Milwaukee

"Modello, imitazione e trasformazione: 'Zefiro torna...' in Petrarca e Monteverdi"

Dr. V. Di Dario, Writer and Journalist

"Il ruolo della TV nella formazione dell'identità nazionale"

"La globalizzazione della TV: i rischi e le interferenze per la cultura e l'economia italiana"

Prof. C. Marcato, Università di Udine

"La lingua dei giovani"

"Viaggiando per l'Italia: come cambiano 'parole' e 'cose'"

The School in Italy

12, via Verdi
50122 Florence, ITALY
Tel. 011-39-55-24-57-90
Fax. 011-39-55-24-57-90
e-mail:
anna_barsanti@florence.flannet.middlebury.edu

Director: Anna Barsanti.
Secretary: Patrizia Nesti.

The school, or *Sede,* is located in the center of Florence, a block from the square of Santa Croce and a short walk from the University. Housing is not provided for students, but the school furnishes a list of apartments and families where students have lived in previous years, and every effort is made to help students find congenial housing in Florence. All courses organized by Middlebury College not held at the University of Florence meet at the *Sede.*

The Graduate Program

After successfully completing three courses (units), including a civilization course as well as a 600-level (or above) literature course, at the summer session

on the Vermont campus, M.A. degree candidates begin the academic year with one year-long course (from September to May) in literature and two semester-long courses (from September to December) in language and linguistics at the *Sede.* In October, after consultation with the director, students choose two University of Florence courses in the area of art history, economics, ancient or modern history, political science, linguistics, theater studies, philology, archaeology, and literature. Students must fulfill the following minimum distribution requirements: one language course (unit) at the 500-level, one language or linguistic course (unit) at the 600-level, two units in civilization, and three in literature courses.

Every graduate student must complete an independent research paper based in part on course work done during the year. Permission may be granted to write a paper on other topics under the supervision of a faculty member. The paper (35-40 pages in length) should demonstrate a high level of written control of the language as well as critical and analytical skills.

Courses

Following are the course descriptions for the language, linguistics, and literature courses that will be taught at the *Sede* during the 1997-98 academic year. **Please note that all courses are subject to change on rare occasions.**

Language

Language Practice and Grammar Review

The purpose of this course is to improve writing skills in Italian. Language structures will be analyzed and special attention will be given to the choice of vocabulary and idiomatic expression in order to achieve a more logical control of the language. Students will concentrate on various types of texts, paying special attention to the language of criticism and culture. (1 Unit)

Linguistics

History of the Italian Language
Within the context of the historical evolution of Italian and its modern literary practice, students will advance their understanding and use of syntax and levels of style. We will begin with a consideration of how Italian and other Romance languages evolved from Latin, the development of the vernacular and the preeminence of Florentine in the late Middle Ages, the influence of dialects, and the development of modern standard Italian from 1861 to the present. We will then discuss the style of three important narrative works of the nineteenth and twentieth centuries to determine modern usage and style. (1 Unit)

Literature

The Nineteenth-Century Italian Novel
The course will follow the development of the nineteenth-century novel from Manzoni's *I Promessi sposi* to the complex literary scene at the close of the century dominated by the antithetical personalities of Giovanni Verga and Gabriele D'Annunzio, who published their stylistically and ideologically antipodal novels *Mastro-Don Gesualdo* and *Il Piacere* in 1889. Finally, the course will examine Svevo and his novel *Senilità* (1898), a work whose character anticipates the literary developments of the twentieth century. (2 Units)

The Junior Program

Middlebury's Junior Program in Florence presupposes the student's general academic competence and sufficient ability in written and spoken Italian. Our program emphasizes acquisition of oral skill and intellectual development through a curriculum of linguistic, literary, and cultural study exclusively in Italian. Students who have junior standing and the required linguistic proficiency, regardless of academic specialization, may apply.

To be eligible for enrollment, students need to have achieved a B- overall academic average. They also need to have completed the equivalent of five semesters of college-level Italian with an average of B. For students who do not have adequate preparation, we may require or strongly recommend that they attend the intensive summer session in Vermont, successfully completing Level II or Level III courses with a minimum grade of B.

Students must check with their home institutions about transfer of credit for fulfillment of major, minor, or distribution requirements.

There are both full-year or single-semester options available to undergraduates. At the *Sede*, first-semester courses run from September to December and second-semester courses run from January to May.

After a week (during which there are no classes) for establishing living arrangements, students begin the academic year, fall, or spring term. Fall term and spring term students enroll for four courses at the *Sede* only.

Along with courses at the *Sede* open to one-semester students, the Middlebury program offers full-year juniors the opportunity to enroll for electives at the University of Florence. In September, full-year juniors enroll in language, literature, and civilization courses at the *Sede*. In October, full-year juniors will be expected to choose at least one elective course at the University of Florence to complete their course load. Courses at the University of Florence run on a slightly different schedule than those at the *Sede*, from October to approximately mid- to late June.

Enrollment at the University offers a special opportunity to maximize intellectual and linguistic growth. The director, who is thoroughly experienced in advising, will guide students toward courses most appropriate to their intellectual, linguistic, and curricular interests.

By special arrangement, courses in studio art are available to qualified students. Special permission is required.

The deadline for application to the junior program in Florence is March 1 for the fall semester, full year, and spring semester. For Middlebury College sophomores the deadline is February 1.

Courses

The following courses will be offered at the *Sede* in 1997-98. **Please note that all courses are subject to change on rare occasions.**

Language

Advanced Language Practice I *(Fall)*
The course is structured to meet the needs of undergraduates who have completed the equivalent of five semesters of Italian. Students achieve greater control and consistency in the use of more difficult structures, such as the subjunctive, and subordination in general. Regular written assignments based on readings for the course are intended to give students opportunity for practice in a less structured format. Reading assignments are also intended to provide a context as well as a content for the study of grammar. A variety of classroom techniques are intended to appeal to different tastes and needs. (1 Unit)

Advanced Language Practice II *(Spring)*
The principal goal of the course is to improve writing skills. To this end, we will focus our attention on morphology, syntax, and stylistics, with the aim of generalizing and systematizing knowledge to arrive at a logical control of written expression and greater syntactic-textual competence as authors and readers. Listening comprehension and reading assessment will serve as a stimulus to approach the content and form of a variety of texts, and to improve oral skills, both in the correct use of grammar and in understanding fine nuances of meaning. (1 Unit)

Literature

Aspects of Nineteenth and Twentieth Century Italian Literature *(Fall)*
In this course, we will investigate the development of Italian literature from the end of the nineteenth century into the twentieth century. Beginning with narrative literature of the *veristi*, still rooted in the nineteenth century, we will then focus on the novels of Pirandello and Svevo and the "crisis" of

literary genres. In the second half of the course, we will examine poetry, tracing its development from the *decadentismo* of Pascoli and D'Annunzio, through the experience of the *crepuscolari* and the futurists, to the diverse results achieved by such twentieth century poets as Saba, Ungaretti, and Montale. (1 Unit)

Survey of Medieval and Early Renaissance Italian Literature *(Spring)*
A survey of Italian literature from its origin in vernacular poetry to the triumph of Humanism. After examining the *forma mentis* of the Middle Ages and the development and innovation of Italian poetry from its Provençal models, the course will focus on major authors and themes up to the age of Lorenzo de' Medici. Our study will conclude with a consideration of the lyric and the treatise in the *Cinquecento*. Authors include Dante, Petrarch, Boccaccio, Lorenzo de' Medici, Poliziano, Boiardo, Ariosto, Machiavelli, and Bembo. (1 Unit)

History

Contemporary Italian History *(Fall)*
After an introduction to the historical and geographical characteristics of the Italian peninsula, we will outline its historical evolution from the beginning of the nineteenth century. The course will focus on the period from 1848 to 1945, and will also examine events that have marked Italian history from 1945 to the present. Emphasis will be given to the problems pertaining to the creation of the Kingdom of Italy, and to the birth, development, and aftermath of the Fascist movement. (1 Unit)

Florence from the Thirteenth to the Sixteenth Centuries: A Portrait of a Society and its History *(Spring)*
The course provides a comprehensive overview of the "golden centuries" of Florentine history by examining its various aspects in its socio-historical context. The presentation and description of the political-institutional characteristics of the period, which will familiarize the student with the lan-

guage and the concepts related to the government of the medieval/renaissance city-state, will be accompanied by other essential information which will deepen the comprehension of Florentine civilization. Study will focus on the following subjects:

1) economic activity, the source of prosperity which gave Florence its supremacy in Tuscany and made possible its extraordinary artistic and architectural development;

2) the family, the basic unit of social organization and the center of physical and psychological affirmation for the individual;

3) the life of the urban community, including, among other aspects, its different levels of literacy, public morality, religious practices, the diffusion of urban violence.

The course will not follow one text for its structure and information. Instead it will draw from documentary sources, the most recent contributions to the historiography, and from lecture-visits to urban sites relevant to the course. (1 Unit)

Art History

Art in Florence in the Fourteenth and Fifteenth Centuries *(Fall)*
A study of the artistic development of Florence during the fourteenth and fifteenth centuries through painting, sculpture, and architecture examined in a historical and social context. The work of art will be understood not only as an individual expression, but also as a faceted mirror of the culture and society in which it was produced.

After a short historical survey of the major Florentine and Tuscan monuments and artists from the end of the *Duecento* through the fourteenth century (such as the Pisano workshop for sculpture and architecture and Giotto for painting), the course will concentrate on the major events of the *Quattrocento*, from the rise of the Medici dynasty to its decline at the time of Savonarola. After considering Brunelleschi, Donatello, and Masaccio, protagonists of the early Renaissance, we will investigate the return to Classicism and the new discovery of mathematical perspective. Other artists to be

examined include Ghiberti, Beato Angelico, and those of the generation of Filippo Lippi. We will conclude with Botticelli and the workshop of Verrocchio, master of Leonardo da Vinci. (1 Unit)

Introduction to High Renaissance and Mannerism *(Spring)*
After an introduction concerning the cultural and artistic scene in Florence at the end of the *Quattrocento*, the court of Lorenzo il Magnifico and Verrocchio's workshop (Botticelli, Perugino, and Leonardo), the course will examine the genesis of the High Renaissance Classical Style and its coming of age in Florence and Rome in the works of Leonardo, Michelangelo, Raffaello, and others such as Fra' Bartolomeo and Andrea del Sarto.

A detailed analysis of the art during the first two decades of the sixteenth century will lead to the identification of the first signs of the mannerist style which will later become evident in the works of Pontormo and Rosso.

Attention will be given to some specific topics of the period 1540-1570 which was characterized by the triumph of courtly art, seen in such manifestations as the commemorative decoration of public buildings, garden landscaping and architecture, state portraiture, etc. (1 Unit)

Cinema

Italian Cinema Past and Present: A Comparison of Film makers and Their Styles. *(Fall)*
The course will compare *Neorealismo*, whose originality significantly influenced modern cinema in Europe and in the United States, to Italian cinema of the 1980s and 1990s, and its ties to its post-war predecessor. The first part of the course will analyze the works of Rossellini, De Sica, Visconti, and De Sanctis, among others, while the second part will focus on the films of Amelio, Martone, Moretti, Mazzacurati, and other contemporary film makers. In both parts of the course, especially in the second, we will also consider the different styles and methods employed by the film makers and on the use and meaning of genre (comedy, melodrama, drama, etc.). Our analysis

will consider how the films both of *Neorealismo* and of contemporary cinema relate to their specific historical contexts. (1 Unit)

Themes and Genres of Italian Cinema *(Spring)* This course will survey the stylistic themes and the main genres of Italian film. We will begin with an examination of the themes of the 1940's (*calligrafismo,* war, and propaganda films), progressing to *Neorealism* (Visconti's *Ossessione*), the economic boom (Fellini's *La dolce vita*) and later periods. (1 Unit)

Courses at the University of Florence

All courses at the university are year-long courses lasting from October to June. From two to eight courses in each of the following subject areas are regularly offered at the University of Florence:

Italian Literature
Philology
Linguistics
History of the Italian Language
Archaeology and History of Greek and Roman Art
Art History
Medieval History
Modern History
Contemporary History
History of the *Risorgimento*
History of the Theater

For more information and an application, please contact:

The School in Italy
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
802/443-5552
languages@middlebury.edu
http://www.middlebury.edu/~ls

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

ROBERTO VÉGUEZ
Acting Vice President for Languages and
Director of the Language Schools
Ph.D., University of Wisconsin-Madison

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with applicable provisions of state and federal laws which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability. Questions relating to compliance during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

MIDDLEBURY

The Language Schools

COLLEGE

Japanese

SUMMER 1997

The Japanese School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802) 443-5510

Summer 1997

Nine-Week Session

June 13 - August 15

Total Fees: $5,765

(Tuition $3,800; Board $1,410; Room $555)

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Letter from the Director

As East and West become closer, the need for specialists well-versed in the Japanese language and culture becomes ever greater. Since its beginning in 1970, the Japanese School at Middlebury has contributed substantially to Japanese language instruction in this country, providing many individuals with the language skills necessary to succeed in their professions.

Each year we have made improvements in our program, and we anticipate that the summer of 1997 will be an exciting and fulfilling experience for future leaders in a variety of fields requiring Japanese language skills. The program consists of three levels of basic language instruction as well as intermediate and advanced courses. All courses incorporate authentic materials in order to facilitate proper and natural language acquisition. The material covered at each level is challenging and the pace is rapid, but by giving individual attention to each student admitted to the program, able and well-prepared instructors insure that the challenge is not impossible.

In its twenty-seven years of existence, the school has built upon Middlebury College's tradition of commitment to language study, and has cultivated a reputation for dedicated and well-trained teachers, as well as students of the highest caliber. The following comments are representative of the impressions that keep many of our students coming back to Middlebury:

I have experienced Middlebury as both a beginner and as a more advanced student. My reapplication to the program attests to my confidence and satisfaction with the school. I feel Middlebury has played a key role in both sparking my interest in Japanese language and culture, as well as furthering my knowledge and ability. The program has given me the desire and the tools to continue towards my goal of teaching Japanese culture and anthropology in a university.

Laurie Ginsberg (Yale Graduate student)

Having no prior background in the Japanese language, I expected nothing but a strictly academic and rigorous nine

weeks as a first-year student. I soon found that this academic experience would be different from any other in the sense that learning the language would permeate every aspect of my life for the rest of the summer. This was, of course, the nature of the immersion program. However, what made the summer such a positive experience was the interaction with students and teachers in various contexts whether it occurred in the classroom, in the hallways, or in the dining halls. Sharing common goals and interests, — everyone seemed to enjoy themselves. Regardless of one's level or one's status, students and teachers alike learned from each other with incredible enthusiasm. It was this kind of unity that made the Middlebury experience great.

Sharon Kim (Harvard Undergraduate)

The Japanese School is committed to upholding the highest standards for Japanese language study and instruction. We welcome serious and eager students, and we look forward to spending an enjoyable summer in an environment where speaking, reading, and interacting take place entirely in Japanese.

Masakazu Watabe
Director

The Japanese School

The Middlebury College Japanese School offers intensive summer programs from beginning through advanced levels. All programs emphasize both the development of language skills and the understanding of Japanese culture.

Credit

Credit is defined in terms of *units*. One unit equals three semester hours. Courses offered in the nine-week session of the Japanese School award four units (twelve semester hours) of undergraduate credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer accompanies admissions materials published by the Language Schools each November.

Enrollment

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1 of their decision to cancel their enrollment for the ensuing summer. After May 1st, and until registration at the summer session, students who cancel will forfeit the enrollment fee, but will receive a refund for any other tuition payments which have been made. Other refunds are subject to the

schedule in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Application materials for the 1998 summer session will be available in November 1997 from:

The Japanese School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802) 443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: MASAKAZU WATABE. Associate Professor, Department of Asian and Near Eastern Languages, Brigham Young University. Ph.D., University of Southern California.

Adviser: NOBUO OGAWA. Associate Professor of Japanese, Middlebury College. Ph.D., University of Pennsylvania.

Faculty (Professors in Charge)*
PAUL WARNICK (Elementary Japanese). Assistant Professor, Brigham Young University. Ph.D., The Ohio State University.
MASAKAZU WATABE (Second-Year Japanese).
MASAKAZU WATABE (Advanced Second-Year Japanese).
NOBUO OGAWA (Third-Year Japanese).
DENNIS WASHBURN (Fourth-Year Japanese). Assistant Professor, Dartmouth College. Ph.D., Yale University.

Administrative Staff
LINDA A. LAROCQUE. Coordinator
RUSSELL WASDEN. Bilingual Assistant

* Other faculty to be appointed.

Courses

JA 101-102-103-104 Elementary Japanese
Warnick, Terashima, Sazawa, Staff

This course covers the basic framework of the Japanese language: grammatical structures, vocabulary, hiragana, katakana, and some elementary kanji. It focuses on building a solid foundation in the structure of the Japanese language, and on developing conversational, reading, and writing skills. Students will attend classes for four hours each day. There will be one hour of lecture in English to discuss the structure of the language and its culture; then the class will be divided into three small groups to participate in creative drills and communicative exercises with authentic situations and materials, and to begin reading elementary stories and writing sentences in Japanese. Because the course covers one year's worth of material in nine weeks, the program is extremely intensive and students should understand that the class will move quickly and require a great deal of memorization and practice. Daily work outside of class is expected to average between four and six hours.

At the end of the session, students should be able to conduct basic conversations in Japanese, write simple compositions, and read short pieces written within the vocabulary and grammatical limitations of first-year Japanese. Students may be able to attain a good command of basic Japanese and will likely have acquired important socio-cultural information which they can further develop as they go on to study at the second-year level. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part I and Part II*, Yale University Press. Other supplementary materials for reading, writing, and conversation.

JA 197-198-199-200 Second-Year Japanese
Uchida, Wortham, Staff

This course is designed for students who have completed one year of relatively rigorous formal training (or its equivalent) in both spoken and written Japanese. It seeks to reinforce students' control of those major grammatical items that

appear in introductory texts, and to present more advanced grammatical and vocabulary items. Students will review the basic grammar introduced in first-year Japanese through reading, writing, and other activities. More advanced grammatical points and vocabulary items will also be introduced to make the transition to intermediate Japanese easier and smoother. Students will attend class for four hours each day: one hour of lecture in English and three hours working in small groups on creative pattern drills and communicative exercises with authentic situations and materials. Daily work outside of class is expected to average between four and six hours.

By the end of the session, students are expected to master the basic grammar of the Japanese language, and have the basic skills that would be required to live in Japan: making requests, making phone calls, reporting events, making reservations, asking for permission, etc. Students will improve their abilities to understand and produce original sentences with relative ease in various situations, and will be able to read authentic stories and articles in Japanese. They will also learn the basics of kanji and how they are put together to learn kanji more systematically. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part II and Part III.* Other supplementary materials for reading, writing, and conversation.

Recommended Texts: Nelson, *The Modern Reader's Japanese-English Character Dictionary.* S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times.

JA 201-202-203-204 Advanced Second-Year Japanese Watabe, C. Hayashi, Ishida

The Advanced Second-Year course is designed for students who have had at least one year of instruction at the college level or have lived in Japan for more than three months using the Japanese language. The students will review the basic structure in addition to going through rigorous drills and communicative exercises to internalize the grammar. They will also review the basics of kanji and the fundamental reading strategies to enhance their

skills with the written language. They will be exposed to authentic stories, articles, and videos in order to learn and enrich their cultural awareness of the Japanese people. Students will attend class for four hours each day: one hour of lecture in English and three hours working in small groups. Two hours will be for spoken and listening comprehension and one for reading and writing. Daily work outside of class is expected to average between four and six hours.

By the end of the session, students are expected to master the basic grammar of the Japanese language, basic reading strategies, and basic skills to learn the language on their own in their own fields of interest. (4 units)

Required Texts: E. Jorden and M. Noda, *Japanese: The Spoken Language, Part II and Part III.* M. Watabe, *Toward Better Japanese, Part I and Part II.* Other supplementary materials for reading, writing, and conversation.

Recommended Texts: Nelson, *The Modern Reader's Japanese-English Character Dictionary.* S. Makino and M. Tsutsui, *A Dictionary of Basic Japanese Grammar,* Tokyo, The Japan Times.

JA 301-302-303-304 Intermediate Japanese Ogawa, Kajikawa, Kato, Shimojo

Students taking Intermediate Japanese should have had at least two years of rigorous formal language training. A variety of authentic materials including essays, short stories, a movie script, and newspaper articles will be used as texts. The course will be conducted entirely in Japanese. Students will attend class for four hours each day. Daily work outside of class is expected to average between four and six hours. Students will gradually learn most of the joyo kanji. Emphasis is on development of reading skills and strategies, yet the other language skill areas will also receive attention. Writing should improve through various exercises and compositions while speaking ability will be enhanced through oral drills and conversation. Course materials are designed to foster an appreciation of the socio-cultural background of contemporary Japan. A Japanese made-for-TV movie will provide additional aural-oral practice.

By the end of the session, students' reading ability should enable them to handle modern Japanese materials with the help of the dictionary. They should also be able to carry on daily conversation with relative ease. (4 units)

Recommended Texts: Kenkyusha, *New Japanese-English Dictionary.* Nelson, *The Modern Reader's Japanese-English Character Dictionary.*

JA 401-402-403-404 Advanced Japanese

Washburn, Watanabe, Ootake

This course is designed for graduate and undergraduate students with advanced skills in spoken and written Japanese. The prerequisite is at least three or more years of rigorous formal study in modern Japanese.

Instruction takes a multi-skilled approach with focus upon reading various authentic materials such as scholarly readings, newspapers, novels, and essays. Extensive use of video and audio tapes will aid in improving aural-oral skills. This course will be conducted entirely in Japanese and so it requires a high level of proficiency in all four language areas. In particular, however, the course will emphasize advances in writing ability. Students will produce three or four pragmatic writings which will be corrected and explicated in individual diagnostic sessions. Students will also be encouraged to help those at lower levels of study and do as much collateral reading as possible in Japanese newspapers and magazines.

By the end of the session, students should have greater fluency in daily conversation and enhanced ability to express their views on various subjects. Students attend class for four hours each day. Daily work outside the classroom requires an average of four to six hours. (4 units)

Special Seminar in Japanese Literature

Washburn

This seminar is designed for advanced students interested in Japanese literature. Students will read representative Japanese literary works and discuss their values, styles, and contents. Professor Washburn is a leading scholar of Japanese literature.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

ROBERTO VÉGUEZ
Acting Vice President for Languages
and Director and Dean of the Language Schools
Ph.D., University of Wisconsin-Madison

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Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

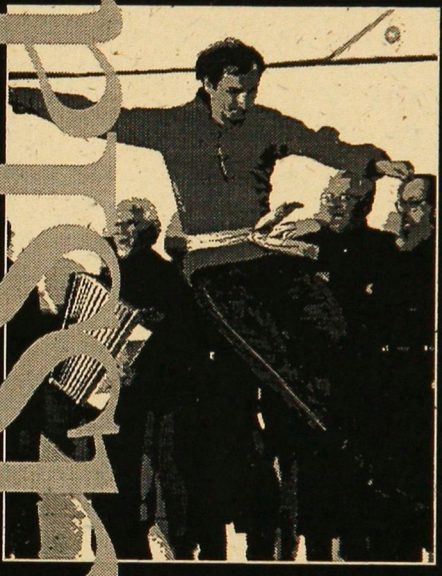
Middlebury complies with VSA, Title 16, Statute 176, section I (c) (1) (C), which states that "credits earned in [student's current institution] are transferable only at the discretion of the receiving school."

MIDDLEBURY

The Language Schools

COLLEGE

Russian



SUMMER 1997

ACADEMIC YEAR 1997-98

The Russian School

MIDDLEBURY COLLEGE
MIDDLEBURY, VERMONT 05753
(802)443-5510

Summer 1997

Nine-Week Session
June 13 - August 15
Total Fees: $5,765
(Tuition $3,800; Board $1,410; Room $555)

Six-Week Graduate Session
June 30 - August 15
Total Fees: $4,290
(Tuition $2,860; Board $1,030; Room $400)

Academic Year 1997-98

The School in Russia at Moscow
Graduate and Undergraduate Programs
Fees*: Full year $17,250; Semester $10,995

The School in Russia at Voronezh and Yaroslavl
Fees*: Full year $15,990; Semester $7,995

**The comprehensive fee for Russia includes tuition, room, excursions, and round-trip air fare between New York City and Moscow, Voronezh, or Yaroslavl.*

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The Russian School

The Middlebury College Russian School offers intensive summer programs from beginning language study through advanced graduate programs. The School in Russia has programs designed for undergraduates wishing to spend all or half of their junior year in Moscow, Voronezh, or Yaroslavl, and for graduates who choose an academic year abroad in Moscow as part of their M.A. degree requirements.

All programs emphasize both the development of language skills and an understanding of the rich cultural heritage of Russia and the Former Soviet Union. All instruction takes place in Russian.

Graduate Degrees

***Master of Arts*:** Candidates for the degree of Master of Arts must hold a baccalaureate degree or the equivalent from an accredited institution of higher education, with a major in Russian or equivalent course work in Russian, and a grade average of B or better. The GRE (Graduate Record Examination) is not required for admission.

The M.A. degree program in Russian is comprised of twelve course units to be taken over a series of summers on the Vermont campus, or in a combination of two summers in Vermont and an academic year in Moscow.

***Doctor of Modern Languages*:** The D.M.L. degree in Russian differs from the traditional Ph.D. in its emphasis on a combination of scholarly and practical training. Degree requirements include: a qualifying paper; eight upper-level graduate courses in Russian; three graduate courses in a second language (French, German, Italian or Spanish); a comprehensive examination in Russian; residency abroad; proof of a successful language teaching experience; a dissertation and its oral defense.

An M.A. in Russian is a prerequisite for entrance to the D.M.L. program. For further information on the D.M.L. program, please contact the director of the Language Schools, Sunderland Language Center, Middlebury College.

N.B. In addition to students preparing for Middlebury's M.A. or D.M.L. degree, the Russian School also welcomes applications from non-degree

students (i.e. candidates for degrees at other institutions, or individuals who want to take advanced courses in Russian).

Credit

Credit is defined in terms of *units*. One unit equals three semester hours.

Undergraduate courses in the nine-week session (beginning through advanced, levels 100-300) award four units (twelve semester hours) of undergraduate credit.

The advanced undergraduate course (*Studies in Russian Language, Literature, and Culture*, level 400) offered in the six-week session awards three units (nine semester hours) of undergraduate credit.

A full six-week graduate program is comprised of three graduate courses for a total of three units (nine semester hours) of credit.

For transfer purposes, the student's home institution determines how many graduate or undergraduate credits will be granted for the summer's work at Middlebury.

All credits expire after ten years. The Middlebury College Language Schools do not calculate grade point average or class rank.

Financial Aid

Middlebury College offers financial assistance to a substantial percentage of students attending the summer session and the graduate programs abroad. Information about the financial aid application process for the summer of 1998 and the academic year 1998-99 will accompany admissions materials published by the Language Schools in November, 1997.

Enrollment

Upon acceptance, all students must pay a $200 enrollment deposit to be applied to the tuition charges. This deposit guarantees a place in the school, but will be refunded in full provided that students notify the school in writing by May 1, 1997, of their decision to cancel their enrollment. After May 1st, and until registration at the summer session, students who cancel will forfeit the enrollment fee, but will receive a refund for any other

tuition payments which have been made. Other refunds are subject to the schedule in the *Language Schools Handbook* mailed to enrolled students in May.

Application and Admission

Application materials for the 1998 summer session and the the 1998-99 academic year abroad will be available in November, 1997 from:

The Russian School
Sunderland Language Center
Middlebury College
Middlebury, Vermont 05753
(802)443-5510
languages@middlebury.edu
http://www.middlebury.edu/~ls

Administration, Faculty, and Staff

Director: ALEXANDER WORONZOFF-DASHKOFF. Professor of Russian, Smith College. Ph.D., University of Southern California.

Associate Director: ANATOLY VISHEVSKY. Assistant Professor of Russian, Grinnell College. Ph.D., University of Kansas.

Faculty

GALINA AKSENOVA. Critic, translator, and screenwriter. Ph.D., The State Institute of Theater Arts, Moscow.

ALEXANDRA BAKER. Lecturer in Russian, Middlebury College. M.A. in Russian, Indiana University. M.A. in German, Middlebury College.

NIKOLAI S. BORISOV. Professor of History, Moscow State University.

BORIS BRIKER. Lecturer, Villanova University. Ph.D., University of Alberta.

OLGA BRIKER. Ph.D., Columbia University.

ROBERT CHANNON. Associate Professor of Slavic Languages, Purdue University. Ph.D., Harvard University.

HERMAN ERMOLAEV. Professor of Russian and Soviet Literature, Princeton University. Ph.D., University of California, Berkeley.

ALBERT GROTTEL. Associate Professor of Russian and Music, St. Cloud State University. Ph.D. equivalent, Leningrad Conservatory.

ALEXIS KLIMOFF. Professor of Russian, Vassar College. Ph.D., Yale University.

TERRY KRUGMAN. Instructor, Dekalb County Schools. M.A., Middlebury College. M.A., Indiana University.

LIDIA PACIRA. Associate Professor of Russian, Hobart and William Smith Colleges. Ph.D., Michigan State University.

MIKHAIL PALATNIK. Lecturer, Washington University. M.A. in Comparative Literature, Washington University. M.A. equivalent, University of Chernovtsy.

FREDERICK PATTON. Professor of Russian, West Chester University. Ph.D., University of Pennsylvania.

ERIC PERVUKHIN. Assistant Professor of Art, Southwest Missouri State University. M.A. equivalent, Moscow Pedagogical Institute. M.F.A., University of Illinois.

NATALIA PERVUKHIN. Assistant Professor of Russian, University of Tennessee. Ph.D., Bryn Mawr College.

LARISA RATNIKOVA. Lecturer in Russian, University of Pennsylvania. M.F.A., Moscow Art Theater School.

NATALIA SADOMSKAYA. Associate Professor of Anthropology, Russian State Humanitarian University. Ph.D. equivalent, USSR Academy of Sciences, Miklukho Maklai Institute of Ethnography.

NELLY ZHURAVLYOVA. Associate Professor of Russian, State University of New York at Albany. Ph.D., Pushkin Institute of Russian Language.

GREGORI ZISKIN. Theater, film, and television director. ABD, McGill University. M.A. equivalent, Shchukin Theatrical Institute in Moscow. M.A., McGill University.

Administrative Staff

MARGOT BOWDEN. Coordinator
JUDITH OLINICK. Faculty Coordinator

Intensive Language Program

Nine-Week Courses

New students enrolled in the program who have previously studied Russian will be given a placement exam prior to registration at the beginning of the session to determine their level. Classes meet four hours per day. Daily work outside the class, including assignments in the language laboratory, requires an average of five to eight hours.

RU 101-102-103-104 Beginning Russian
Krugman and Staff

This course develops all four skills (listening, speaking, reading, and writing) and provides a firm foundation for understanding Russian word formation. Almost all major points of grammar are covered. (4 Units)

RU 201-202-203-204 Intermediate Russian
Pacira and Staff

During the first half of this course all major points of grammar are studied thoroughly. The second half of the session expands the student's understanding of more sophisticated grammar points including verbal government and prepositions. Special attention is paid to developing listening comprehension and speaking skills through the use of video. Selections from Russian literature and the Russian press are read and discussed. (4 Units)

RU 298-299-300-301 Advanced Intermediate Russian Patton and Staff

This course provides a thorough review and expands the students' understanding of Russian grammar, while stressing continued development of all four skills. Special attention is paid to verbs of motion and to the reading of contemporary texts. (4 Units)

RU 303-304-305-306 Advanced Russian Palatnik and Staff

This course includes an extensive review of grammar with work on phonetics and intonation. It treats at greater length some points, such as participles and verbal adverbs, that may have been presented only in a rudimentary way in *Intermediate Russian*. There will also be an introduction to reading original literature and Russian newspapers. The main emphasis is on contemporary conversational Russian. (4 Units)

Six-Week Courses

New students enrolled in this program will be required to take a placement exam prior to registration at the beginning of the session. Classes meet four hours per day. Daily work outside the class will consist of extensive reading and writing and require four to six hours.

RU 405, 413, 462 Studies in Russian Language, Literature, and Culture Baker, E. Pervukhin

This core program consists of three courses: *Grammar and Syntax* (1.5 hours daily), *Conversation and Composition* (1.5 hours daily), and *Russian Literature and Culture* (1 hour daily). The program is designed to develop students' language abilities at the advanced level. Discussions on literary and cultural topics will be combined with concentration on phraseology and some finer grammatical points, including syntax and elements of stylistics. (3 Units)

Graduate Program of Studies

New students enrolled in the graduate program will be required to take a placement exam prior to registration at the beginning of the session. A normal load is three courses (nine semester hours) selected in consultation with the director or associate director. Permission to take an extra course is granted only exceptionally by the director of the Language Schools, and must be requested in writing before the start of the session. Some students may be required to take one or more courses at a lower level, for undergraduate credit, before beginning a full load of graduate work.

M.A. Degree Requirements

Candidacy for the M.A. degree is confirmed upon successful completion of a six-week summer session at the Middlebury Russian School (also known as summer of application). To receive the M.A. degree, the student must complete a total of twelve units. These may be earned during a series of summer sessions on the Vermont campus, or by taking three units during a summer session, six units during the academic year abroad in Moscow, and three units during a final summer session on the Vermont campus.

A maximum of three units may be transferred from other graduate programs following approval by the director of the Language Schools. Two units earned at Middlebury's two-week seminars (when available) may be applied to the degree. The combined total of seminar and transfer credits may not exceed three. N.B. Courses taken at other institutions, and proposed for transfer toward the Middlebury M.A. degree, must have been taken after admission to candidacy at the end of the first summer session.

The program of study for M.A. candidates is individually planned in consultation with the director and/or associate director. Candidates are expected to take a balanced program, including at least two (2) courses in each of the following areas:

(a) civilization
(b) language and linguistics
(c) literature

In addition, M.A. candidates must take one (1) seminar course on the Middlebury campus.

Graduate Courses

I. Civilization Courses

RU 647 Ethnic Groups in Contemporary Russia Sadomskaya

This course will provide an ethnographic description of the principle ethnic communities living on the territory of Russia and will analyze the origins of ethnic relations as they exist today. Special attention will be given to ethnic groups of the following regions: Tatarstan, Northern Caucasus, the Volgo-Kamskoi group, Siberia and the Far East. Readings will be taken from ethnographic literature as well as press accounts of current conflicts. Lectures, slides, and discussions. (1 Unit)

RU 650 Russian History and Cinema Aksenova

A study of Russian historical films from Eizenshtein's *Aleksandr Nevskii* and *Ivan Groznyi* to Dykhovichnyi's *Prorvy* and Mikhalkov's *Utomlennye solntsem*. Discussion of topics such as the significance of historical events, artistic and political interpretation of these events, and the development of literary and conversational Russian. Lectures, discussion, five short papers, and a final exam. (1 Unit)

RU 757 Contemporary Political Life in Russia Borisov

An advanced course in the study of political life, change, and conflict in Russia. Topics to be discussed include the tradition of political conflict, the realities of contemporary political and economic life, the problems associated with national and ethnic groups, Russian elections, and major political figures. (1 Unit)

II. Language and Linguistics

RU 503 Advanced Oral Self-Expression N. Pervukhin

Designed for students with an excellent command of Russian, this course aims at raising students' proficiency to the level of structural accuracy and

vocabulary required for participation in most formal and informal conversations on practical, social, political, and selected professional topics. Extensive reading of media and literary texts; recreation of everyday situations; radio, TV, and feature film assignments. Final oral presentation and oral examination. (1 Unit)

RU 506 Advanced Language Practicum Zhuravlyova

This course will focus on (1) the development of grammatically correct, expressive language, (2) the improvement of speech standards, (3) overcoming specific difficulties encountered by advanced students - especially proper usage and building a sentence (word order, verbal aspects, verbs of motion, etc.). Exercises and assignments will be based on the lexico-grammatical and stylistic analysis of literary texts. (1 Unit)

RU 713 Advanced Structural Analysis of Russian Channon

This is an advanced course in the grammatical analysis of Modern Standard Russian and treats further aspects of structure beyond what is included in RU 613. The primary focus is on the analysis of Russian verbal morphology. The underlying regularities of Russian conjugation and verbal derivation will be explored; time permitting, selected other topics, such as the function of aspect, etc., will be treated as well. The course presupposes knowledge of the general concepts and terminology of linguistic analysis and familiarity with the phonology of Modern Russian, such as provided by RU 613. Mid-term and final examinations. (1 Unit)

III. Literature

RU 561 Readings in Russian Literature: The Study of a Novel Klimoff

A slow reading of Tolstoy's *Anna Karenina*. Intended as an introduction to literary study. Prerequisite: ability to read 15 pages of text daily. Lectures, discussions, several short papers, take-home final. (1 Unit)

RU 763 Soviet Literature of the Twenties
Ermolaev

A thematic, artistic, and ideological study of representative literary works against the sociopolitical background of the time. Communist Party policy toward proletarian writers and "fellow travelers." Reading and close examination of Zamiatin's *We*, Bulgakov's *Heart of a Dog*, Fadeev's *The Rout*, and Olesha's *Envy*. Lectures, class discussions, oral reports, final examination. (1 Unit)

IV. Seminar

RU 888 Seminar
Any 700 level course, combined with an additional seminar paper. This course satisfies the seminar requirement for M.A. candidates. (1 Unit)

The School in Russia

Since September 1991, the Middlebury School in Russia for graduate and undergraduate programs has been located at Moscow State University. In 1997 we added undergraduate programs at Voronezh and Yaroslavl State Universities. All three sites offer one-semester or academic year options for undergraduates. The graduate program is offered only in Moscow for the full academic year. A resident director, who is a member of the Middlebury College faculty, supervises all aspects of the School in Russia, and there is an on-site coordinator for each undergraduate program.

Students live in dorms on the University campus and enroll in a carefully structured academic programs that has been tailored to meet the needs of American students while allowing them to experience all dimensions of Russian education.

Junior Program

For detailed information about our undergraduate programs at all three sites in Russia, please request the School in Russia Undergraduate Programs brochure.

Graduate Program

All graduate students must complete a summer of study on the Vermont campus before going to Moscow for the academic year.

Graduate students take six courses, three each semester, chosen from the offerings of Moscow State University. Graduate students receive six units of graduate credit with the numerical grades converted to Middlebury's letter equivalents.

Housing and Living Conditions

Middlebury is committed to maintaining a high living standard and a secure environment for its students. Middlebury students are housed in a Moscow State University dormitory in two- or three-person suites. Each suite contains a private room for each occupant and a shared bathroom. A communal kitchen and sitting room are located on the floor. Middlebury students also have a small

private lounge with a television, VCR, microwave oven, washer/dryer, and telephone.

Medical care is available through the American Medical Center which enables students to receive care from an American doctor and entitles them to a 24-hour ambulance service from the Center.

Travel and Extra-curricular Activities

Middlebury students participate in a complete package of excursions designed to immerse them in the rich cultural heritage of Russia and the FSU. Soon after they arrive, a bus tour of the city orients students to their surroundings. During the semester, Middlebury organizes tours of such sites as the Kremlin museums, the Kremlin Armory, the monasteries of Novodevichy and Danilovsky, the Tretyakov Art Gallery, and the Pushkin Art Museum. Theater, ballet, and other tickets enable students to attend performances at most of the major theaters in Moscow. Other activities arranged by the resident director have included attendance at sports events or hikes in the countryside around Moscow.

Activities within Moscow are supplemented by longer excursions to Zagorsk or other cities of Russia's Golden Ring. A trip to St. Petersburg for several days includes a complete cultural program in and around the city. Students will also travel to another Russian city for at least an overnight excursion. In the past, destinations have included Yaroslavl, Pskov, Suzdal, and the Baltic countries.

MIDDLEBURY COLLEGE LANGUAGE SCHOOLS

JOHN M. McCARDELL, JR.
President of Middlebury College
Ph.D., Harvard University

ROBERTO VÉGUEZ
Acting Vice President for Languages
Director of the Language Schools
Ph.D., University of Wisconsin-Madison

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the language learning process.

Middlebury College complies with the 1964 Civil Rights Act, Title IX of the Educational Amendments of 1972, the IRS Anti-Bias regulation, and Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. In so doing Middlebury College does not discriminate against any individual on the basis of race, color, sex, religion, national or ethnic origin, sexual orientation or disability in any of its programs or activities. Questions relating to compliance during the summer session may be addressed to the Coordinator of the Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753.

Accreditation: Middlebury College is accredited by the Vermont State Department of Education, and the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.